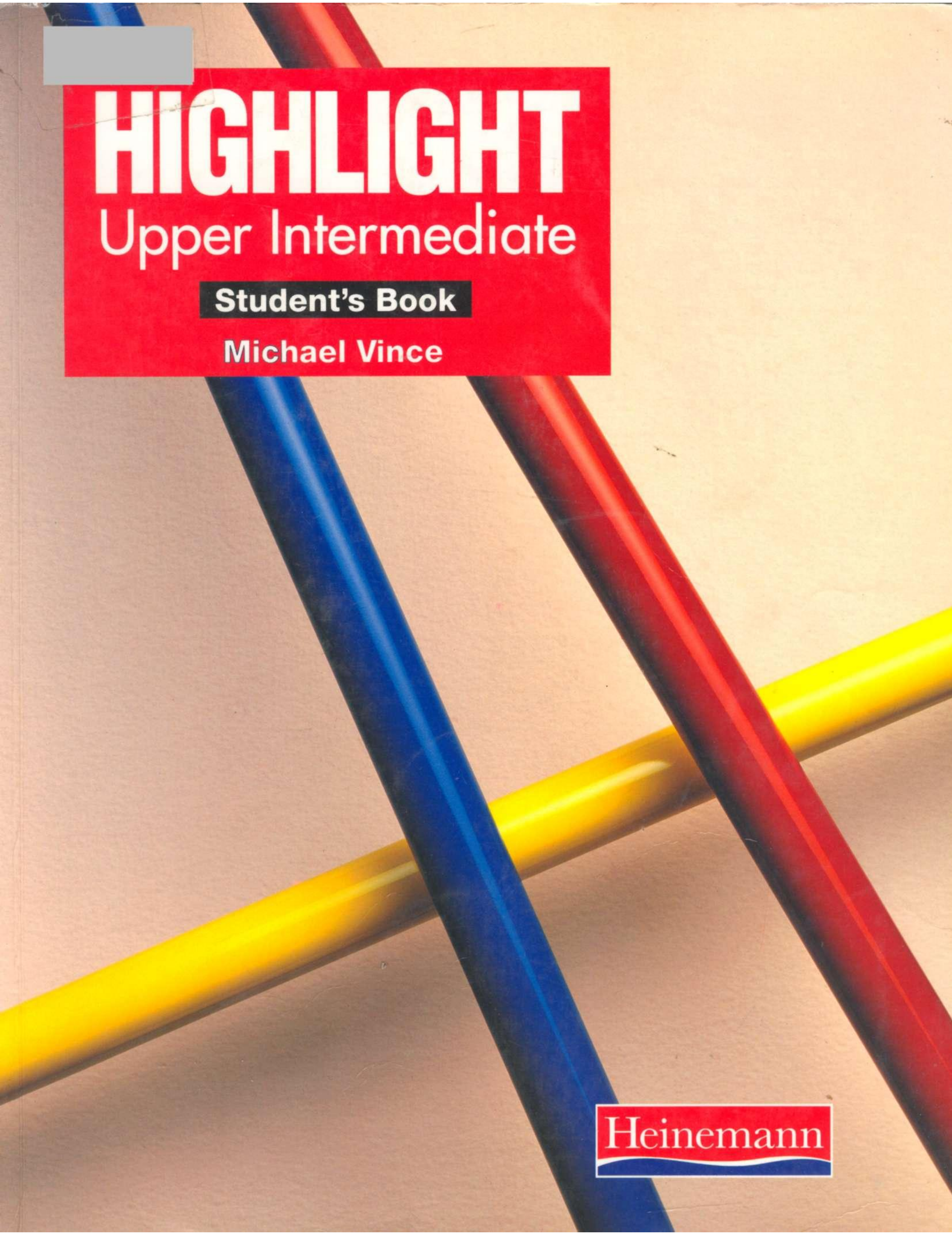
HIGHLIGHT

Upper Intermediate

Student's Book

Michael Vince



Heinemann

HIGHLIGHT
Upper Intermediate
Student's Book

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Heinemann

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LISTENING	WRITING	SPEAKING	VOCABULARY	PHONOLOGY
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Unit 1 Food for Thought

STARTING POINTS

Food and meals

1 Can you name the food shown in the pictures below? Make lists under these headings:

Vegetables **Fruit** **Meat**



Add other names of food to your lists. What are your favourite kinds of food?

2 Explain how you would cook the food and drink shown in the picture.



3 Describe a typical meal in your country.





LANGUAGE ACTIVITIES

- Eating places and eating habits
- Food and cooking

1 What kinds of food does this place serve? What kind of eating places do you like going to?

2 What kind of place would each person below probably go to?



I know this kind of food isn't very healthy, but I like it. Anyway, I'm young, so it doesn't matter really. I suppose I eat sandwiches to save time. And round here, if you go to a restaurant it costs a lot. I'm not used to eating a lot actually, I don't seem to get very hungry.



I eat anything, really, it just depends how hungry I am, and where I am at the time. I mean, sometimes I don't have any break-fast so I need something filling for lunch. But I don't always have large meals, some days I just have a snack, you know, a bar of chocolate or something.



I like eating different kinds of food, Chinese, Indian, Italian, all kinds. I think that food is important if you want to stay healthy. I try to avoid fatty food, and make sure that I eat fresh fruit and vegetables. I don't think that good food costs more.

Describe your own eating habits in the same way.

3 Which of these foods do you eat every day? Do you eat more than the amount recommended in the table?

YOUR DAY'S EATING PATTERN		
	Women and Girls	Men and Boys
Energy/Calories	2000	2700
Protein eg. chicken, rice, skimmed milk, fish, nuts	50g	70g
Total Fat eg. biscuits, oil, butter or margarine	80g	105g
Saturated Fat eg. chocolate, chips, fatty meat	30g	40g
Carbohydrate eg. banana, wholemeal flour, potatoes	275g	370g
Fibre eg. pulses, jacket potato, wholemeal bread	25–30g	25–30g

Be used to ▶ 48
*Sorry, I can't eat any more, I'm not **used to** eating so much!*

Present simple ▶ 38
These classes of verbs are used mainly in present simple:
- Verbs of thinking
  think, believe, know, suppose etc.
- Verbs of having and being
  cost, depend, have, matter etc.

4 Which food in the picture is described in these comments? Which comments do you agree with?

It takes much longer to cook.
You have to understand the instructions.
It tastes much better.
You don't have to go shopping so often.
This kind of food isn't good for you.
It costs much less.

Why do people buy food in tins and packets?



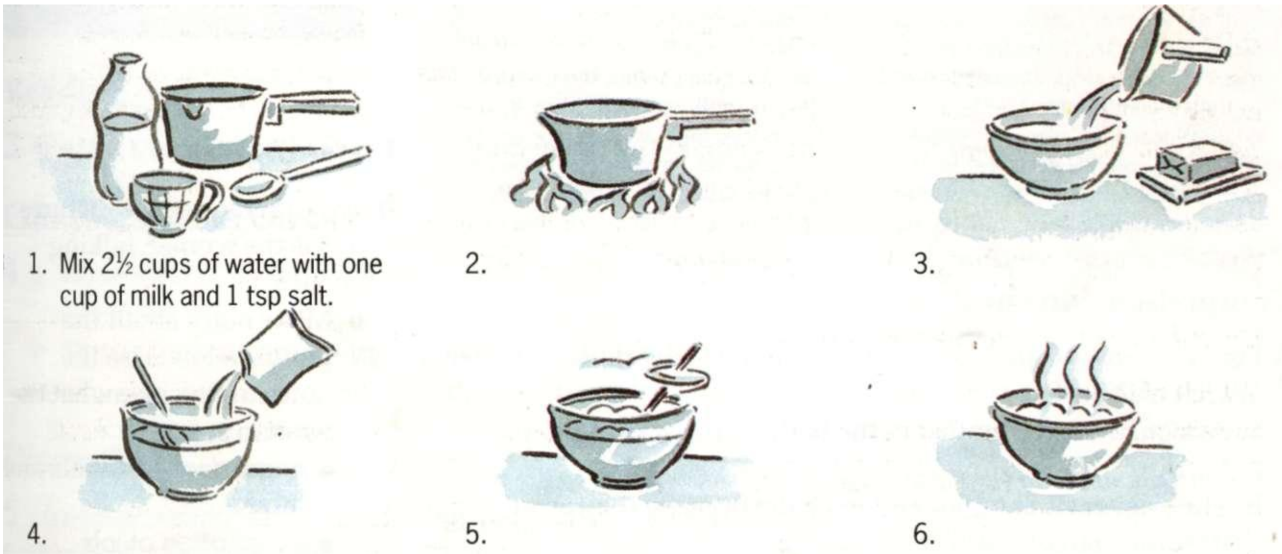
5 What do the following instructions mean? Demonstrate them to others.

Stir well *Add an egg* *Chop an onion* *Mix thoroughly* *Beat the eggs*

The pictures below show how to make *Easi-Mash* instant mashed potato. Write an instruction for each picture. The first one has been done for you.

Sound, taste, look ▶ 45
It tastes good.
These are followed by adjectives.

Giving instructions ▶ 20
Add an egg.
Informal instructions
You add an egg.



Role play

Student A

You think that your partner eats the wrong kinds of food, and should try to change his/her habits. Explain what food you think is best, and why.

Student B

You eat a lot of snacks, 'fast' food and food from packets. You do not think that this is unhealthy, as you eat other kinds of food too. Try to persuade your partner that convenience foods have a lot of advantages.

READING AND LISTENING 1

Pre-reading

1 What sort of food do you think astronauts eat? What might be the problems of eating in space ?

Reading

2 Read this description of eating in space by Sally Ride, the first US woman astronaut, and check whether it contains ideas you discussed.

Your Breakfast is on the Ceiling

Eating feels the same as it does on earth. Some of the food we carry on the space shuttle is the same as we eat at home: bread, tuna, apples, carrots and peanuts. We also have soup, vegetables and main courses like chicken and noodle casserole, but these are freeze-dried and vacuum-packed in individual plastic cartons. We don't eat at a table; our tables are the trays strapped to our legs. We don't sit in chairs; each of us finds a comfortable spot – maybe floating near the ceiling, or upside-down in the middle of the cabin. We each have a knife and fork but our most useful pieces of cutlery are spoons and scissors. We need scissors to open the foil pouches of hot dogs, the packages of peanuts, and the plastic cartons of macaroni. Then we use the spoons to get the food to our mouths. Most of our food is deliberately made sticky enough to stay on a spoon and not float away as we try to eat it. We can flip our spoons across the cabin and the food doesn't come off – usually! We don't have drinking glasses. If we tipped a glass of milk to drink from it, the weightless milk would stay in the glass. So we have to use straws to suck our drinks out of the cartons.

Comprehension check

3 Find information in the text which explains why these statements are not true.

a Astronauts have meals in exactly the same way as people on Earth.

b They never sit at tables and in chairs because they are uncomfortable.

c They usually use knives and forks to eat just like anyone else,

d The food is usually sticky so that it is easy tó catch if it floats,

e They never use glasses because liquid would spill too easily.

Word search

4 Find words or phrases in the text for the following:

names of food **descriptions of food**

containers for food **words describing movement**

Pre-listening

5 Would you like to eat in thes restaurants? What might be good or bad about them?





Listening

6 a **ED** Which of the pictures in **5** is the woman talking about?

b Make notes about the points below. Use the notes to describe what the woman says.

- name, family details anc home_______
- description of job______
- details of the job______
- how the customers feel

Speaking

7 Describe an interesting or unusual eating place you have been to.

READING AND LISTENING 2

Pre-listening

1 Do you ever eat 'fast' or 'junk' food? What is good, or bad, about it?

Listening

2 Listen to a radio programme about fast food and complete the missing information in the tables. For part A write the numbers you hear. For part B tick anything mentioned.

A Number of fast food outlets in UK: nearly 7,500.

Recommended daily amount of fat (%) ___________

Amount of fat in portion of fish and chips ___________

Amount of fat in portion of pizza ___________________

Amount of salt in hamburgers _______________________

B Vitamins	A	Bl	B2	B6	Bl 2	C	E	iron	zinc	protein	calcium
Fish and chips											
Chicken and chips											
Hamburger											
Jacket potato											
Milkshake											
Pizza (cheese and tomato)											

What is the expert's opinion of fast food?

Reading

3 What is the main point about junk food in the text on the right?

Comprehension check

4 a What kind of food do young offenders eat? Give your own examples.

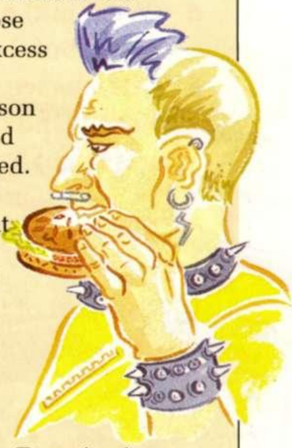
b How do young offenders feel, according to Dr Downing?

Discussion

5 Use information from the listening and reading texts to discuss this point: *Eating fast food is bad for you.*

The Crimes of Eating

Junk-food diets may be leading young people into crime and delinquency. British research has shown that poor quality foods and low levels of vitamins can cause aggressive, anti-social behaviour in young offenders. Often the link between diet and behaviour is easily explained. The iron vitamin, for example, is needed to produce the enzymes which keep down the body's adrenaline levels. Without those enzymes, excess adrenaline makes a person excitable and undisciplined. If someone goes without the proper vitamins all the time, their whole character may change.



Dr Damian Downing is working on the South Cumbria Alternative Sentencing Option programme, which tries to reverse such changes by helping young criminals change their diets. He asks young offenders to fill in questionnaires about their food and about how they feel. 'They consistently have terrible health. Their diet is very poor, because cash has usually been a problem, and they haven't been educated into a good diet. Life for them is like wading through a fog most of the time. It takes them the whole morning and half the afternoon to wake up.' A better diet can lead to rapid improvement. 'Three months is enough to see a striking change in the way they behave. They become noticeably nicer and more sociable.'

GRAMMAR PRACTICE

Present simple and present continuous ▶ 38 36

1 Put each verb in brackets into the present simple or present continuous.

(You like) fast food? I (go) to get some hamburgers.

***Do you like** fast food? **I'm going** to get some hamburgers.*

a '(You eat) Indian food? (I cook) a curry at the moment.'
'Thanks but (I not like) spicy food. And (just I go) out.'

b '(You like) dancing? (I go) every Saturday, (always I have) a good time.'
'Well (it depend) on the kind of dancing.'

c '(You leave)? Nobody (leave) as early as this.'
'Sorry but my friend (wait) for me outside.'

d '(We think) of going skating. (It not cost) a lot. Come with us.'
'Sorry, but (I study) for a test tomorrow.'

e '(Always we go) for an icecream after a film. Coming?'
'That's kind of you but (I live) very far away and (it take) me ages to get home.'



2 Choose the best answer for each question.

1, a

1 What sort of things do you read when you travel by train?

2 Where are you living at the moment?

3 What are you thinking about? You look worried.

4 Excuse me, but are you talking to me?

5 What's that you are reading?

6 Do you talk to the people next to you when you travel by train?

7 What do you think of the film?

8 Whereabouts do you live exactly?

a Mainly detective stories, and music magazines.

b No, to someone else actually.

c With some friends just temporarily, but I'm moving soon.

d It's not bad I suppose, but I've seen better.

e Not very often, I'd rather look out the window.

f Nothing very important, Anyway, it's none of your business!

g It's something a friend of mine lent me. It's meant to be good.

h In a small village quite near Nottingham.

Be used to doing 48

5 Rewrite the sentence with *be used to doing* where possible.

a I ate a hamburger every day for lunch in those days.

b I can't eat a cooked breakfast, I'm not in the habit.

c My usual habit is to have lunch at 12.30.

d At that time I cooked for the whole family.

e It's not my usual habit to eat so late in the evening.

f As an Italian, it is usual for him to eat a lot of spaghetti.

Present simple and present continuous ▶ 38 36 45

4 Rewrite the underlined part of each statement using one of the verbs given below, in the most suitable form, present simple or present continuous.

taste (of), smell (of), have, see, think (of)

This omelette has a wonderful taste.

This omelette tastes wonderful.

a I don't understand why you put ketchup on all your food,
b In my opinion, a salad would be far less fattening,
c It's noisy upstairs because there is a party going on.
d This cheese has an awful smell, like old socks,
e Can you phone back later? It's my lunch time at the moment,
f No thanks, I won't have anything to eat, my stomach aches.
g I'm meeting Jack tonight. He's taking me out to dinner,
h He's trying the food, to see if it needs more salt,
i I'm considering giving up sugar completely,
j Don't have the soup, it has a funny taste.

Verbs used in present simple only ▶ 38

5 Some verbs are only used in the simple form. Rewrite each sentence using the verb given in brackets.

The meal was very cheap. (cost)

The meal didn't cost a lot.

a There is a lot of salt in hamburgers. (contain)
b Losing weight is also a matter of what exercise you take, (depend on)
c If you forget to turn off the oven, it's not a problem, (matter)
d She has a fish restaurant near the harbour, (own)
e Actually this recipe book is mine. (belong to)
f Now I am slimmer, my clothes are the wrong size. (fit)
g You might think this dish is fattening, but it isn't. (seem)
h A three-course meal is really expensive here. (cost)



Present simple and present continuous ▶ 38 36

6 Put a verb into each space in the most suitable form, present simple or present continuous.

belong to, chew, eat, feel, get, have, imagine, know, look at, love, make, need, put on, see, sit, stop, take, think, watch, write

[1] am sitting

At the moment I [1]________in the kitchen and I [2]________my brother eating a pizza. I [3]________really jealous. You [4]________, I [5]________problems with my weight. Every time I [6]________a pizza from a distance, I [7]________that I [8]________fatter. I [9]________a keep-fit class, but the problem is that that I [10]________weight very easily and I [11]________food. I never [12]________eating. In fact, I [13]________this article and I [14]________a carrot at the same time. But I [15]________sensibly now, only fruit and vegetables, no chocolates. That's what [16]________you fat. And I [17]________of going jogging every morning but I [18]________what will happen. When I [19]________a lot of exercise I [20]________a good meal afterwards. Oh well, another carrot!

WRITING

Controlled practice



1 Put each phrase into the text below,

in the middle of the morning, quite **Curly,** *on weekxlays, at the same* **time,** *when,* **every year,** *during the. week, at* ^ *weekends, then, usually, quite often, at about éne o'clock, generally, occasionally,* **onj** *Saturday evening*

[a]________I don't have time for a good breakfast, and I don't [b] ________feel like it anyway! But [c]________I get up [d]________anc [e]________treat myself to a traditional cooked breakfast and read the paper [f]____. [g]________I do some gardening, or go shopping. [h]________I might have a cup of tea and a biscuit, but it depends what I'm doing. I have a light lunch [i]________, or very occasionally I go out to the pub for a drink and a sandwich. [j]________, unless we go out, I try out a new recipe from one of my large collection of cookery books. My sister gives me one [k] ________on my birthday. But I like eating out [1]________and we [m]________go round to friends for Sunday lunch. [n]________I ea much less, mainly snacks [o]________I can find the time.

Guided writing

2 Write a description of your usual eating habits on weekdays and at weekends. Use this outline:

*Most days*________

*During the morning*________

*At lunchtime*________

*Sometimes*________

*In the evening*________

*At weekends*________

Pre-writing

3 Discuss eating habits in your country. Talk about these points.

popular kinds of food national dishes restaurants

other eating places snacks



4 Re-organise this text so that is in three paragraphs. The topics of the paragraphs are food, places to eat and eatin habits. The first sentence is i the correct position.

People in Britain eat many different kinds of food. [a] Most people have a evening meal at about six o'clock, bu some people prefer to eat later. [b] Many people buy frozen food, an food in packets because this is more convenient. [c] Some people eat a large cooked breakfast, but this can be very fattening. [d]Foodfrom othe countries, especially Chinese and Indian food, is also popular. [e] During the day, nearly everyone drinks cups of tea or coffee. [f]Fast food and pizza restaurants are also very popular. [gJThere are traditional dishes, such as roast bee and fish and chips. [h]In most towns you can find Indian and Chinese restaurants, and sometimes more expensive French restaurants. [i]Lunch is any time between twelve and one. [j]Pubs usually serve meal which are often more traditional food.

Writing

5 Write a description of food and eating habits in your country based on question 4.

STUDY FOCUS

Check your grammar

Present simple and present continuous

1 What is the difference in meaning between the verbs underlined in each pair of sentences below?

a It's raining now, but I expect the weather will improve soon.
Would you mind using the other phone? I'm expecting an important call.

b This job really suits me, and I enjoy meeting so many people.
Is everything all right, sir? Are you enjoying your meal?

c The hotel is fantastic, and we're having a wonderful time.
The hotel is fantastic and we have a wonderful time.

d That book you're holding looks interesting.
I don't want to buy anything. I'm just looking.

2 a Which five verbs in the list below are not generally used in a continuous form?

be, begin, feel, know, live, matter, mean, see, seem, want

b Write a sentence for each verb in the list, using a present simple form.

Build your vocabulary

Countables and uncountables

1 What is the difference in meaning between each pair of words below? Write a sentence for each word which makes the meaning clear.

a a chicken/some chicken________
b an orange/some orange________
c a coffee/some coffee________
d a fish /some fish________
e a pizza/some pizza________

2 Which words in the list below are countable, and which are uncountable? Write a sentence for each word which makes the meaning clear. If both meanings are possible, explain the difference.

fruit	vegetable	apple	bread	cabbage
tomato	meat	milk	rice	lettuce

Practise your pronunciation

Stress and intonation

1 a Listen and repeat these sentences.

1 What sort of things do you read when you travel by train?
2 Where are you living at the moment?
3 What are you thinking about? You look worried.
4 Excuse me, but are you talking to me?
5 What's that you are reading?
6 Do you talk to the people next to you when you travel by train?
7 What do you think of the film?
8 Whereabouts do you live exactly?

b Which syllables in each of the sentences have the most stress? Listen again and underline them.

Unstressed words

2 a How would you say these phrases? Which syllables have the most stress?
some fish and chips
some bread and butter
a kilo of meat
a lot of salt

b Listen and repeat. What happens to the unstressed sounds?

Unit 2 Changing Lives

STARTING POINTS

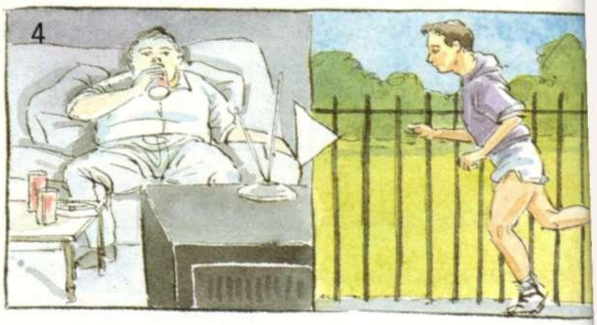
Comparing past and present

1 Compare the way these people live now, with the way they us to live ten years ago. Explain what has changed.











2 Talk about your own life in the same way.

3 How did people in your country live in the past? How do they live now? Talk about these topics:

Home and family life *Education* *Leisure*



READING AND LISTENING 1

Pre-reading

1 How would your life style change if you became a famous actor?

Reading

2 Make notes on Harrison Ford's life style, and compare it with the kind of life you described in 1.

THE RELUCTANT SUPERHERO



While the beautiful people of Hollywood hit the party circuit in their designer clothes and cruise round town in their shiny limousines, the biggest box-office star of all time is happy wearing jeans and tootling round his ranch in a pick-up truck or on his Harley-Davidson motorcycle. He likes to get up early, have breakfast with his family, then potter around doing odd jobs on this ranch where the deer are plentiful and the eagles soar. "I'll fix a fence, repair a piece of equipment or plough the drive-way if there's snow," says Ford, who learned his handyman skills in his early twenties when he had to work as a carpenter in Los Angeles because he couldn't get any acting jobs. "I need to be in a situation where my every whim is not attended to, where I have to fetch my own nails, do my own shopping and wash my own dishes. The pleasure of my life is that however long it takes to make a movie, when it's over I'm back to reality – back to the banal tasks where I belong."

He came from his native Chicago to Los Angeles at the age of 21 to seek his fortune. At first, he thought he'd really landed when Columbia Pictures signed him as a $150-a-week contract player. But the dream turned sour a year later – after only one line in a movie – when he was fired for being 'too difficult'.

Ford managed to find some work playing bit parts on such TV series as *Gunsmoke*, *Ironside* and *The Virginian*. But he wasn't earning enough to support his young family so he took up carpentry, teaching himself the trade from books – and even found himself doing work for Hollywood stars. "I never actually gave up acting. I was still taking jobs, but I was now able to turn down jobs I didn't want".

It wasn't until 1976, when he was asked to play space hero Han Solo in *Star Wars* that "I packed up my carpenter's tools and never went back to them." But even though Solo and *Indiana Jones* have made him world-famous and a multi-millionaire, he's always been a reluctant hero.

Word search

3 Match each word or phrase underlined in the text with a phrase below which has the same meaning.

- people don't do exactly what I want
- his hopes were ended
- look after
- simple, everyday activities
- driving slowly
- small roles in films

Comprehension check

4 Find words or phrases in the text which show that the points below are true.

a Harrison Ford prefers to dress differently from most Hollywood stars,

b He lives a simple life in the middle of the countryside,

c He used to do odd jobs for a living but now he does them for fun.

d He enjoys doing everyday things for himself,

e His career was not a success to begin with, but he is successful now.

f Working as a carpenter made it possible for him to choose film roles.

Listening

5 a What caused the changes in Harry amd Marion's lives?

b What is different in their lives, and what has stayed the same?

LANGUAGE ACTIVITIES

- Recent events: indefinite time
- Recent changes

1 Which description on the right best fits you?
Do you think that the following statements are true? Give your opinion. If you think that they *have* happened, make a guess about *when* they happened.

I keep up to date with what happens in the world.

Everything changes too fast nowadays. It's impossible to keep up.

I've no idea about th news. I haven't rea a newspaper all week.

I've learned a lot from watching television.



Sport
a Italy has won the World Cup more than once.
b Someone has swum 100 metres in less than 50 seconds.
c An athlete has won five gold medals in the same Olympic Games.



Technological achievement
a Companies have produced pocket-sized televisions.
b A plane has flown around the world without landing.
c Engineers have finished building the Channel tunnel.

Scientific discovery
a Scientists have discovered how to cure the common cold,
b Astronauts have remained in space for a year,
c Scientists have taught a monkey how to speak.



Other events
a A woman astronaut has landed on the moon,
b Mountaineers have climbed Mount Everest without using oxygen masks,
c Someone has rowed alone across the Atlantic.





Entertainment
a A record has sold more than 100,000,000 copies.
b Paul Newman has won three Academy Awards for Best Actor.
c A single television programme has had more than 100 million viewers.

Check the answers at the bottom of page 13. Do you find any of them surprising?

I think that Italy has won the World Cup several times.

Yes, you're right. They definitely won it in 1982 and I think they've won it more than once.

Present perfect simple and past simple ▶ 37 33
Indefinite Time
Astronauts have landed on the moon.
Definite Time
They first landed there in 1969.

2 Read these statistics about people in Britain. What do these figures tell us about:

- the situation in the past.
- the situation in the 90's.
- changes which have taken place.



SOME FACTS ABOUT THE BRITISH

car owners	–	from 57% (1979) to 64%
own home	–	63%
average age for marriage	–	26 (men), 24 (women)
newspapers	–	65% over 15 read a daily paper
TV	–	1% rise since 1979 (to 98%)
colour TV	–	66% in 1979, now 91%
earnings	–	men £224 per week, women £148
freezers	–	from 40% (1979) to 74%
telephone	–	83% of households
spending	–	46% on housing, food, drink clothes, fuel, power savings 13% 1980. 5% now
credit card	–	now 35%
washing machines	–	83% now, 74% (1979)

> **Most ▶ 24**
> *Most* meaning *the largest number* does not have an article.
> ***Most** people own a radio.*

> **Describing statistics ▶ 32 33**
> Present perfect
> *The number of car owners **has risen** since 1979.*
> Past simple
> *In 1979 57% of British people **owned** a car.*

Make some general guesses about similar topics in your own country.

I think that most people have got a television.
More people live in cities nowadays.
The number of people who get married very young has gone down.

3 Do you think that things are better now than in the past? Or are they worse? Do you agree with these opinions?

Life is much more expensive than it used to be even a few years ago.
The price of everything has gone up recently.
Everyday life has changed a lot because of recent technology.
Five years ago my town wasn't as crowded as it is now.
The position of women has changed a lot over the last twenty years.

> **Making comparisons ▶ 6**
> *Life is **much more** expensive.*
> *My town wasn't **as** crowded **as** it is now.*

Role play

Sport: a Yes, three times **b** yes, M. Biondi 1986 48.42 **c** Yes, P. Nurmi 1924. **Scientific Discovery: a** No **b** nearly a year in 1988 **c** No **Entertainment: a** Yes, *White Christmas*, Bing Crosby 170 million **b** No **c** Yes, *Mash* 1983 125 million **Technological Achievement: a** Yes, 1988 **b** Yes, *Voyager* 1986 **c** Due to be finished in 1993 **Other Events: a** No **b** Yes, many times **c** Yes, Tom McLean 1969

WRITING

Pre-writing

1 What was life like in your country in the past? Discuss these topics:

Houses *Transport* *Jobs* *Men/Women* *Tood* *Activities*

Guided writing

2 Complete these two paragraphs. In the first paragraph describe life *in your country* as it used to be. In the second paragraph describe life as it is now. You could use ideas you discussed in 1.

1 In the past, life was quite different here in______ Most people used to______. *(describe where they live - city/country - and their houses).*

2 In those days, most people____________*(describe transport, jobs, food etc)*_____________Nowadays, however, things have become very different_______*(describe the same topics as paragraph 1 - say either what most people do now, and/or what has happened)*____________________*(give a concluding opinion, and say what you think is/was better/worse etc)*______

Pre-writing

3 You have just moved to a new place, and have started a different kind of life. For example, you have taken a new job, or have got married, or have gone to live abroad. Make a list of all the things which have changed, like this:

I've moved into a new house.
I've bought lots of new clothes.

Make another list of important things you did recently, like this:

Yesterday I started my new job.

Guided writing

4 Use your notes from 3 to write part of a letter to a friend describing your new life.

Use organising phrases:

Putting your points in order:

- *first of all, then, as well as that, finally*

Commenting on the information:

- *it was really interesting, I feel really happy*

I'm sorry I haven't written sooner, but as you must realise, I have been very busy. There are so many things to tell you that it is hard to know where to start. But here goes!

____

____

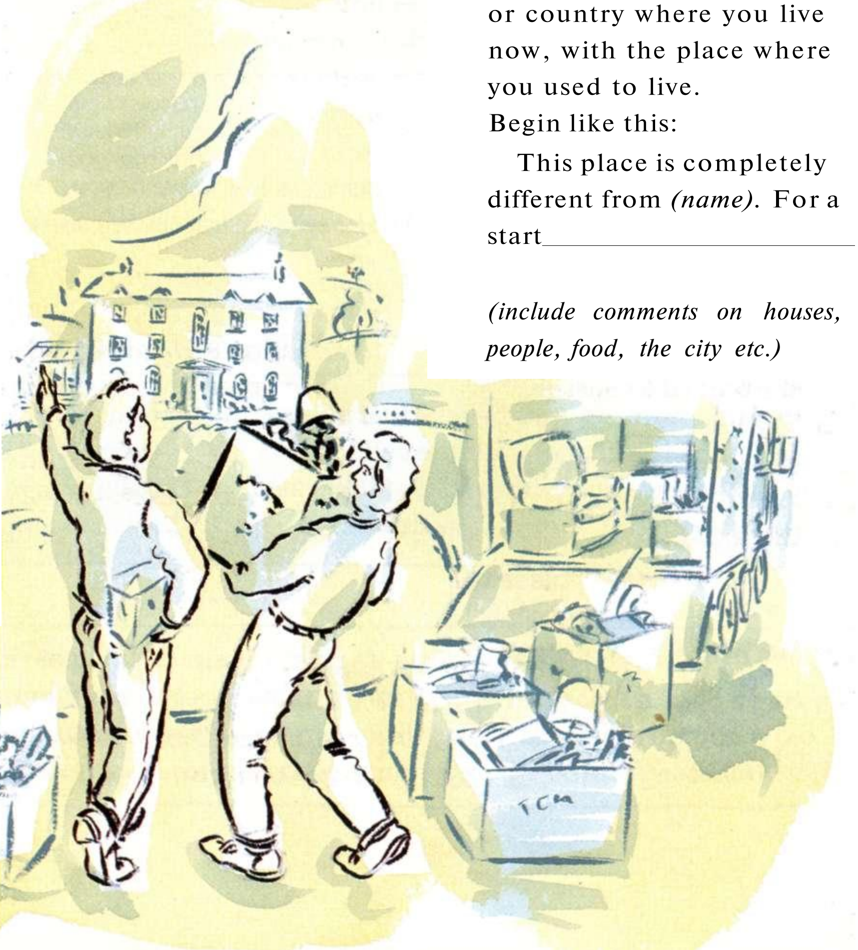
____

5 Write another paragraph for this letter, comparing the city or country where you live now, with the place where you used to live.

Begin like this:

This place is completely different from *(name)*. For a start______________________

(include comments on houses, people, food, the city etc.)



READING AND LISTENING 2

Reading

1 In this text Kim George, who is a maths teacher, describes her other job. Three important words have been removed from the text wherever they appear (and in whatever form eg. noun, verb etc.) What job is she describing? Replace the missing words.

When I lived in London I used to watch my dad ______ for school ______ . Then when I moved down to Sussex, I discovered that there was a shortage of ______ . My friend's husband was a training officer for the ______ association and he knew how ______-mad I was, so he said why not join a course. And I've been hooked ever since. I'm 28 and I've been a qualified ______ ______ for 12 years. For the past five I've been a ______ for local ______ , and when I was chosen to officiate in a cup ______ I was honoured and thrilled as I knew they'd never asked a woman before. But I wasn't at all daunted by the idea. It was just like



being a ______ for any other ______ . Being a ______ takes up a lot of my time. And I don't just work on Saturdays. Recently I had to go on a ______ course on a Sunday. Then there was a meeting for ______ during the week, and at the drop of a hat I was asked to fill in for someone. I don't have time to sit around and read or watch TV. When I first started, women ______ were rare. But now a lot more are beginning to join. My dad is really pleased and proud of me and luckily my boyfriend thinks it's good that I have my own interests. It's strange how I've chosen two jobs which seem to be male dominated. A lot of people, particularly those who don't know me very well, say I must be a real feminist, but I'm not. When I was little I preferred playing with cars and kicking a ______ around to playing with dolls and prams.

Word search

2 Find words or phrases which could be replaced by:

were not enough

scared not common

had a great liking for it

without warning

take someone's place

Comprehension check

3 Are these statements about the text true or false?

- **a** Kim took the job because she moved to Sussex.
- **b** The husband of a friend gave her the idea.
- **c** After the course, she had to train for 12 years.
- **d** She was the first woman to do the job.
- **e** More women are now doing the same job as Kim.
- **f** Kim can't be a feminist because she didn't like dolls and prams.

Listening

4 Listen to Kim talking about her jobs

Underline information in the text below which is different from information Kim gives on the cassette.

When I passed the exams and was qualified I was seventeen. I am involved at two different levels, West Sussex and County. West Sussex is the higher level, and those are never more than ten miles away. I change clothes when I get there, of course. The County ones are much nearer and I only have to be there half an hour before the start. I get paid too, that's £45 for West Sussex, and £75 for County. Plus I get £10 a mile for travelling.

Discussion

5 Do you find Kim's job unusual? Can women or men do any jobs in your country?

GRAMMAR PRACTICE

Tense contrasts ▶ 33 37 38

1 Put one verb into each space, in the most suitable tense: past simple, present perfect simple, or present simple. Some have a negative or question form.

believe, buy, care, enjoy, feel, fill in, get, go through, have, leave, live, lose, move, open, realise, say, sell, start, suppose, worry

[1]I *suppose*

Now I am popular, I'm quite wealthy I [1]________, but really for years now I [2]________no interest in money. When I [3]________fan letters I actually [4]________them before letters from my manager. He often [5]________to me, 'You [6]________how much money you just [7]________because of that form you not [8]________last month?' But I not [9]________about money any more. When I was a child I [10]________about it a lot. There were six of us in our family and we all [11]________work before we [12]________school! I [13]________a lot of hard times in my life, but I always [14]________ that making people laugh is more important than living in a big house. I [15]________a big house in London about five years ago, but I [16]________happier now that I [17]________it. I not [18] ________living there on my own. In fact I just [19]________back to my old town, and now I [20]________with my mother who is 86.

Time expressions

2 Add a time phrase from the list to each set of words **a-j** in the correct position. More than one answer may be possible. The sentences are parts of one text.

once, lately, since, all my life, a few months ago, now, in 1985, in recent years, since then, until recently

I changed my job

A few months ago I *changed my job.*

a I've lived in a flat rather than a house.
b I moved to the flat I live in now.
c I used to live in just one room - four metres by three metres.
d It's true that my attitude to life has changed.
e I thought that work was the most important thing in life.
f I've realised that there are more important things than making money.
g I bought a small boat, and I often go sailing.
h I haven't done any work at weekends.
i I've decided to sell my car and cycle to the station every morning.
j I decided to change my way of life, I've felt a lot happier.

Present perfect or past simple ▶ 37 33

3 Choose the most suitable ending for each sentence **a** to **j**, using the endings 1 to 10



a, 1

Tense contrasts

4 Match each question 1 to 8 with the most suitable answers **a** to **h.**

1,c

1 How long have you been living in this town?

2 When did you start learning English?

3 Have you been coming to this school for very long?

4 Have you ever tried learning any other languages?

5 How long ago was it when you had French lessons?

6 Have you ever been to an English-speaking country?

7 Have you read any books in English recently?

8 What have you been doing lately to improve your English?

a I used to learn French, but I gave up.

b Last week I watched an English film.

c Ever since I was born.

d Two or three years ago.

e The first time was about six months ago.

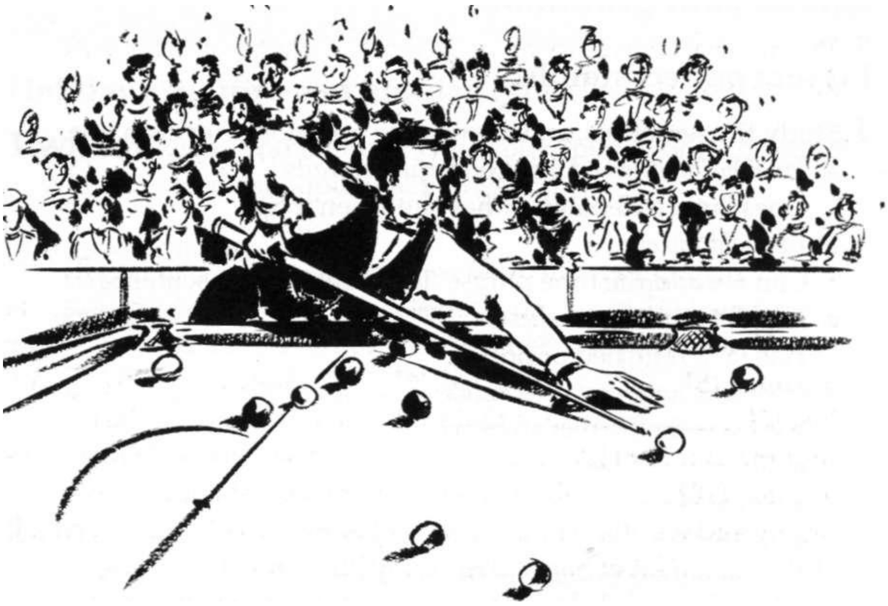
f Not for ages.

g When I was about ten years old.

h No, not yet.

Tense contrasts - question forming

5 Write questions for these interview answers.



Yes, I do. I enjoy it very much.

= Do you enjoy being a professional snooker player?

a I became a professional at 16, so that's 7 years now.

b At the age of 12, when my father bought me a tiny billiards table.

c Most of the time I played football and badminton.

d When I was 15. With no O-levels.

e My first big competition win was when I was 13.

f No, not yet! I'm 5ft 11ins, and I grew three inches last year!

g Last year, about £500,000.

h Yes, lots of times. All big competitions are on television now.

i I don't get nervous at all. In this game, you can't afford to.

j Several important ones. But I haven't become world champion yet.

Making comparisons ▶ 6

6 Form sentences to compare the life-styles outlined below.

walking to work/using public transport

Walking to work is healthier than using public transport because you get more exercise. On the other hand, it's not as fast, especially if you have to go a long way!

a living in a tent/living in a flat

b working for a company / having your own company

c having a career / staying at home and looking after the house

d being single/being married with a family

e leaving school at an early age/going to university

f going everywhere on foot or by public transport / having a car

g living in the same place all your life / moving often

h living together with your family/leaving home at an early age

STUDY FOCUS

Check your grammar

Present perfect simple

1 Study the sentences, and answer the question after each one.

a *Janet has painted a lot of wonderful portraits.*
Does Janet still paint, or has she given it up?

b *I've sold my car.*
Can we add the time phrase 'last week' to this sentence?

c *Jack has gone to Manchester.*
Has Jack returned or not?

d *How long have you lived here?*
Which is the correct answer?
- Three years ago.
- Since 1985.
- In 1985.

e *I've left my bag upstairs in the classroom.*
When was this sentence probably said?
- When you went back to get your bag the next day?
- When you realised your bag was missing?

Build your vocabulary

Adjectives and adverbs

1 Check that you know the difference between an adjective and an adverb.
I prefer ***hot*** *food.* = Adjective. *You're driving too* ***fast.*** = Adverb
Decide whether the words in the list are adverbs or adjectives.
Make a sentence using each word.

happily sudden enjoyable friendly clever lonely
easily noisy silly dangerously

Word formation

2 **a** Check the suffixes in bold in these words, and make sure you understand what each word means.
happy - happiness
relax - relaxation
owner - ownership

b Form a new word from each word in the list below, using one of the suffix endings given in **a.** Some words require further changes. Use each word in a sentence which makes its meaning clear.

friend lovely clever organise ill relation
concentrate nervous associate author

Practise your pronunciation

Words often mispronounce

1 How would you say the words in the list below?

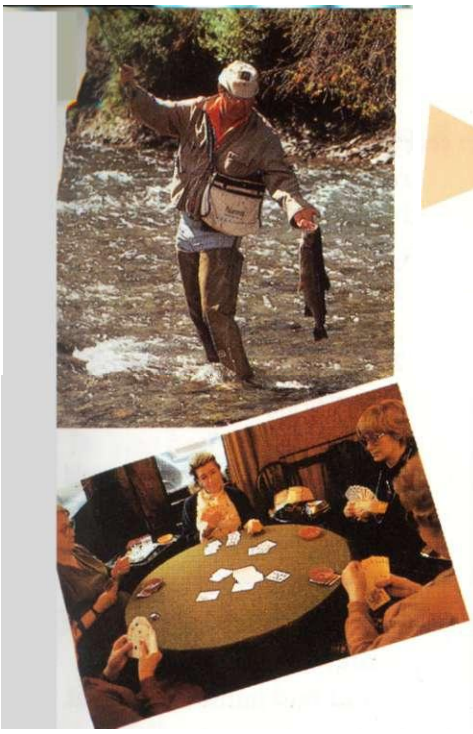
abroad science
climbing a minute
monkey noise
tunnel technical
exhausted honoured

Listen and repeat.

2 The words in this list are pronounced either like *beer* /eэ/or like *stare* /eэ/.
Divide the words into two lists, one for each sound,

bear beard
hear wear
fear dear
pear near
tear (v) tear (n)

Listen and repeat.



Unit 3 Faraway Places

STARTING POINTS

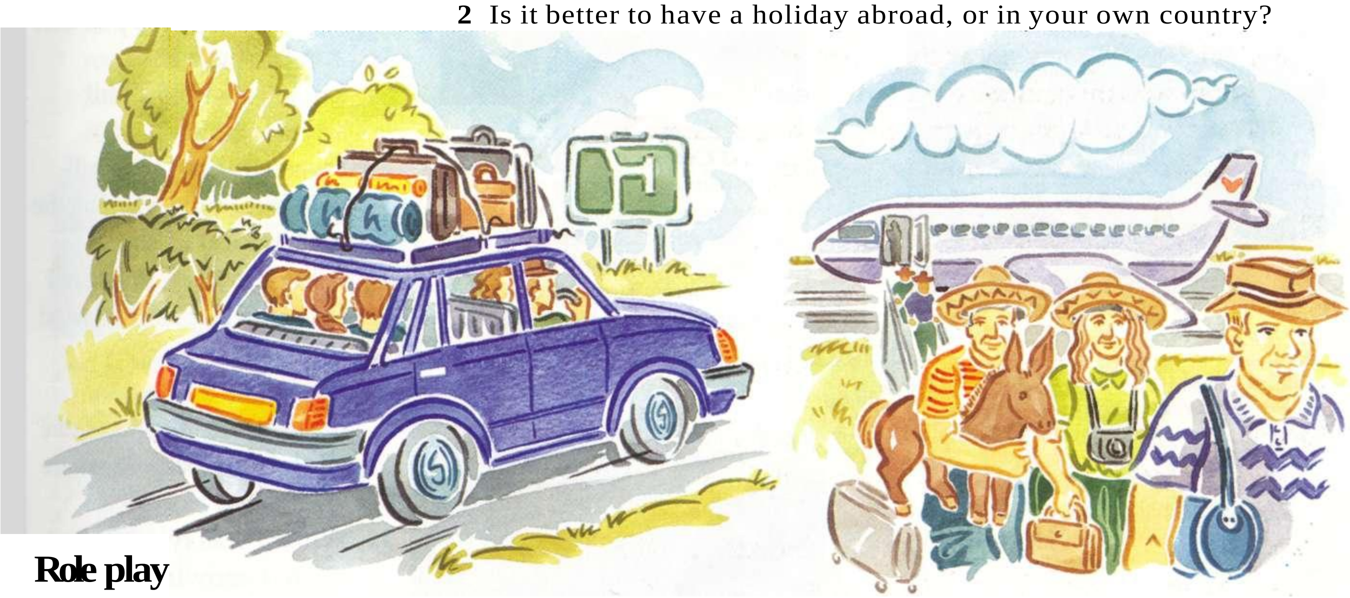
Holiday activities and holiday types

1 What makes a good holiday? Give your opinion of each activity. What are the most popular activities?

HOLIDAY ACTIVITIES

Sunbathing	Walking	Nightclub
Swimming and diving	Sightseeing	Playing cards
Water sports	Visiting the countryside	Meeting people
Fishing	Museums	Shopping
Team sports	Theatre or cinema	Photography
Skiing	Disco	Relaxing

2 Is it better to have a holiday abroad, or in your own country?



Role play

3 Form a group of four. You want to go on holiday together but have different ideas. Try to come to an agreement.

Student A

You want to go on a seaside holiday abroad. You are mainly interested in relaxing in the sun because you need a rest after a very busy year.

Student B

You want to go on an adventure holiday walking and camping in mountains in your own country. You think this would be a cheap and healthy holiday.

Student C

You want to relax, but you also want to do some sightseeing. You are interested in museums and old buildings.

Student D

Last year you went on a package holiday and spent two weeks on the beach. You want something different this year.

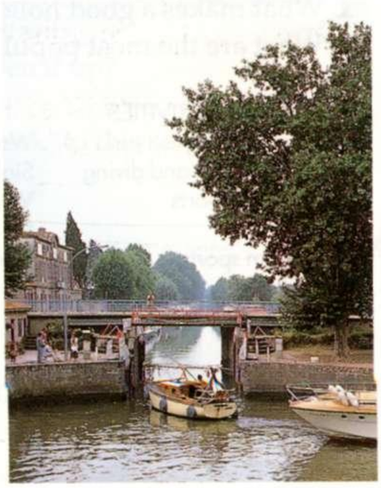
LANGUAGE ACTIVITIES

▶ Narrative contrasts

1 Which holiday would you like to go on? What would you need to take with you on each holiday?

Walking in SWITZERLAND
A wonderful week walking through the Swiss Alps. Simple accommodation in friendly farmhouses and on camp-sites. Includes climbing, canoeing and boat trips.

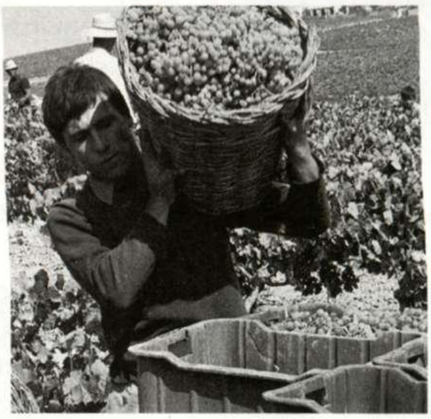




Canal Cruise
Travel back through time on the rivers and canals of France. Our boats sleep four adults, and are fully equipped as holiday homes on the water. Dream the miles away through the heart of the French countryside.

See the real India!
Cross India by Landrover. See the real India on our camping tour, and get off the beaten track into mountains, deserts and jungle. Flight to Delhi, and then two weeks on the road. Adventure lovers only please!





FRUIT PICKING
Students – have a healthy holiday, and earn some pocket money. Pick fruit on our farm in Northern Italy. We pay you for every basket you fill. And we'll provide you with basic board and lodging in modernised fifteenth century farm buildings.

What could happen on these holidays? What might go wrong?

2 These sentences are taken from descriptions of three of the holidays in **1.** Which thre holidays are being described

1 One of the others went to a farm for help.
2 The others had left and there was no-one to help me get down.
3 I woke up because I coulc feel everything moving.
4 I was near the top of a very tall tree.
5 We stopped the first night, tied up the boat, and had something to eat
6 While trying to climb some rocks, I slipped over and hurt my leg.
7 Luckily we didn't hit anything.
8 I was walking up a hill-side but I was wearing the wrong kind of shoes.
9 While I was reaching ou for some apples, the wir started blowing.
10 The ropes had come undone and we had gon all the way back to wher we started from.
11 While I was lying there i started snowing.
12 The ladder fell and I found myself hanging in the branches.
13 After shouting for help, let myself fall and got covered in mud.
14 I couldn't walk, and we hadn't brought a first-aid kit.
15 Before going to sleep, I checked the ropes and everything seemed fine.

Arrange the sentences into three different stories, and organise each story so that it makes sense.

Narrative contrasts ▶ 32
Past perfect
This is only needed to make clear that one past event happened before another.
*The train **had** already **left** so we **went** back to the hotel.*

Participle clauses ▶ 29
***After washing** the dishes, I **went** to bed.*
This clause must have the same subject as the clause that follows.
(The same person washed the dishes and went to bed.)

3 Complete this story about one of the holidays in **1.** Use the pictures and parts of the story given. You can add parts of your own story at any point.

1. *Last year I decided to have a really exciting holiday, so I booked to go on a tour of India by Landrover.*

2.





3. *While waiting for the tour representative, I met . . .*



4. *When I went back to find the others, they had gone.*

5. *We looked at the map and then set off as quickly as we could.*



6. *Luckily they had stopped to have some lunch. And they didn't even realise that I was missing!*

Role play

4

Student A
You went on holiday and had some adventures! Describe something exciting that happened. You can exaggerate.

Student B
You find this story hard to believe. Ask questions and try to find out exactly what happened.

Subject and object questions ▶ 39
Subject
Who saw you?
Object
Who did you see?

READING AND LISTENING 1

Listening

1 Listen to a radio advertisement for a round-the-world holiday and complete the information.

DAY	COUNTRY	CITY	ACTIVITY
1 to 3	India	Delhi	Tours of New and Old Delhi
4	India	Agra	______
5 Fly to	______	______	
6 to 9		______	______
10 to 12		______	Visit temples, palaces, market.
13 to 16	______	______	______
17 to 19	______	Auckland	Visit Pohutu Geyser.
20 to 22	______	Viti Levu	
23 to 24	______	______	______
25 Fly to	______	______	
Cost:		Departure Dates: from ______ to ______	

2 Do you prefer to visit a lot of places in a short time, or spend al your holiday in one place?

Pre-reading

3 What would you expect to read in an article about a skiing holiday?

Reading

4 Read an extract from the skiing article and look for points you mentioned in **3.**

IT'S FUN IN THE SNOW

Last January, I set off for a French resort in southern Savoie – a one-street village with a mixture of Alpine chalets, purpose-built apartments and shopping complexes. The British beginners in my class ranged in age from 18 to 40, none of us were very fit and as we watched people taking the chairlift to the top of the mountain, little did we think we'd ever reach such heights in seven short days.

A good fall of snow had preceded our arrival, making conditions ideal. Falling was no problem, the snow was soft and it was one sure way of stopping! After gaining our balance on a very gentle slope, we were then taken to the nursery slope where, of course, we managed to fall spectacularly in front of a group of far more competent four-year-olds. But by the end of the morning we could snake down the nursery slope and stop at the bottom without any disasters.

On our second day we took the cable car up the mountain. Katie, our ever-patient instructor, soon inspired confidence, and we followed her down steeper and steeper slopes with a fair degree of success and – importantly – without fear creeping in.

Comprehension check

5 These sentences begin oth paragraphs in the article. Do they come before or after the extract given? Which is the best opening sentence for article?

a By the end of the week everyone had learned to ski.

b Before I took to the slop for the first time last winter, friends had long bored me with stories o: their skiing holidays.

c Expensive Swiss and Austrian resorts apart, prices for skiing holiday are much the same as a week in the sun.

d I'd arrived unfit and unprepared, expecting t get off the nursery slope only towards the end of the week.

e Besides, there are severa myths about skiing: that it's pricey, very dangero and freezing cold.

Discussion

6 Which foreign country would you most like to visit and why?



READING AND LISTENING 2

Pre-reading

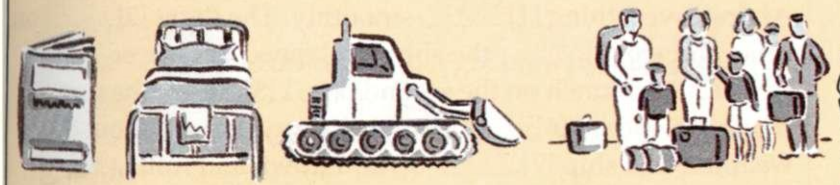
1 What problems connected with travelling abroad are shown in the illustrations? What other problems might you have if you travelled abroad?

Reading

2 Find words and phrases in the article which describe the problems shown. Are any other problems mentioned?

THE HAZARDS OF HOLIDAYS

For 750,000 people, getting away from it all on holiday in 1989 could be more stressful than the office politics and traffic jams left behind. This gloomy news emerges from a nationwide survey of tourists' complaints published yesterday by the Association of British Travel Agents.



But the ABTA report, the first of its kind for five years, is just the latest in a flurry of reports and predictions about holiday prospects. One company, Hoseasons, surveyed 600 travellers and paints a picture of people gripped with fear over family safety, infuriated by airport delays, hidden costs, currency fiddles and the perils of foreign food; and depressed at having to leave pets at home.

To be fair, the report from ABTA, whose 3,500 members arranged 12 million package holidays last year, also points out that 90 per cent of holiday makers were happy. But the potential snags include . . .

Word search

3 In the following sentences replace each word or phrase underlined with words or phrases from the text.

a If you feel like <u>escaping from your usual routine</u>, why not go to a small island?

b The <u>chances of success</u> for tourism in this country are not very good.

c People here are <u>made very angry</u> by the behaviour of foreign tourists.

d People who go on holiday alone often end up feeling <u>miserable</u>.

e Travelling by plane is usually all right, but there are one or two <u>problems</u>.

Discussion

4 How far do you agree with the statements in **3**?

Comprehension check

5 Decide whether these statements about the text are true or false.

a 750,000 people made complaints about holidays last year.

b This is the first report of this kind to be published.

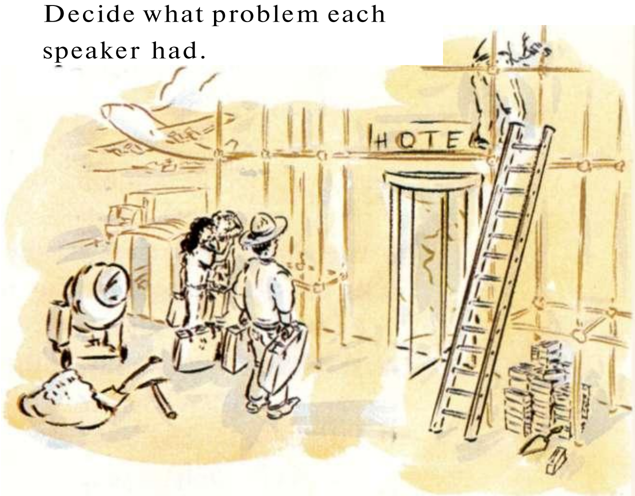
c The ABTA survey interviewed 600 people with complaints.

d Some people are terrified of criminals who hide at airports.

e There are 3,500 travel agents who belong to ABTA.

Listening

6 Listen to holiday makers talking about their holidays. Decide what problem each speaker had.



Speaking

7 Choose one of the speakers in **6** and describe what happened as if you were the person who had the problem. Invent other details for the story.

GRAMMAR PRACTICE

Word field: travel

1 Put one of the words below in each space. Use each word only once.

trip, journey, travel, voyage, cruise, way, flight

[1] travel

It all started while I was at the [1]______-agent's booking the tickets for a weekend [2]______to London. I saw an advertisement for a Mediterranean [3]________It wasn't necessary to go all the [4]_______You could take a [5]______to Venice, for example, join the ship there and continue the [6]______to Greece and Egypt. Great, I thought, this would be the [7]______of a lifetime. A month later, I won £10,000 in a lottery! So I decided to go on the cruise with my sister.



Narrative tenses ► 31 32 33

2 In each space, put a suitable verb from the list, in the past simple, past continuous or past perfect. Use each verb only once.

arrive, be, go, feel, forget, have, join, leave, move, sit, read, stay, take off, turn out

[1] went

At first, everything [1]______ smoothly. The flight [2]______ time, and we [3]______ the ship as planned. However, wh we [4]______ lunch on the second day, I [5]______ the ship move violently. I [6]______ to ask the travel agent about tl weather! The ship [7]______ up and down and rolling. It [8]______ to be the worst storm there [9]______ for years. [10]______ in our cabin and only [11]______ it to visit the doctor. After two days of high winds I began to wish I [12]______ a few more questions! When we [13]______ in t Greek islands, we [14]______ in a cafe and [15]______ to decide whether we should give up and fly home.

Past perfect 32

3 Put each verb into the past simple or past perfect. Use past perfect only if it is necessary for the meaning.

***a** I realised*

a While we were sitting in the cafe, I (realise)_______I (lose) _______my wallet.

b I (think)_______I (put)_______in my pocket before we (leave) _______the ship.

c But it wasn't there when I (look)_______, so obviously I (not remember)_______to pick it up.

d Or else someone (steal)_______it while we were in the town.

e Anyway, luckily my sister (bring)_______her money with her, so we (pay)_______the bill and (decide)_______to go back to the ship.

f By the time we finally (get back)_______to the ship, I (completely forget)_______about losing my wallet.



Participle clauses ▶ 29

4 Make a new sentence beginning with the word given. Include an *'-ing'* form.

I changed some money. Then I bought some souvenirs.

After ***changing*** *some money,* ***I*** *bought some souvenirs.*

a I searched my cabin. Then I went to the police.
After_______

b I looked for the police station, but I got lost.
While_______

c I found it, but I had to ask several passers-by.
Before_______

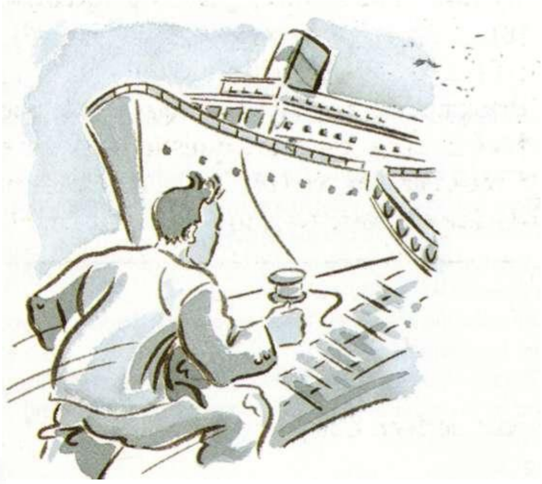
d I talked to the police. I realised that there was no chance of finding my wallet.
After_______1

e I went back to the ship, but first I bought some souvenirs.
Before_______

f I was choosing some postcards. Suddenly I realised it was time for the ship to leave.
While_______

g I ran as fast as I could, and just got back in time.
After_______

h First I went to see the captain, then I went back to my cabin.
Before_______



Time expressions

5 Complete the text by putting one of the time expressions below into each space. Use each one once only.

in the end, in the middle of the night, at first, at the time, at the same time, after a while

Jack was on holiday on a cruise ship. [a]_______, several cabins had been burgled. [b]_______he woke up and heard a strange noise. [c]_______he thought the ship was sinking, but then he - supposed he had been dreaming. He lay in bed listening and then *[d]*_______he got up to have a drink of water. He turned on the light and [e]_______heard a shout. There was a stranger lying on the floor! But [f]_______he turned out to be a passenger who had lost his way and entered the wrong cabin.



Subject and object questions ▶ 39

6 Write a past simple question for each answer, using the words given.

who / help you when you got lost?

Who helped you when you got lost?

a who / know / that your wallet was in your bedside table?
I think that the cabin steward knew,

b what / do / when you noticed it was missing?
Nothing at the time. I thought I'd left it on the ship.

c w'ho / tell about the wallet?
I told my sister, and an old couple we met.

d what/happen at the police station?
They asked me some questions.

e who / send / you to see me?
Nobody sent me. I decided to come when I became suspicious.

f what / make / you suspicious?
I noticed that some of the drawers had been opened.

WRITING

Guided writing

1 Here are three holiday snaps which you took while you were visiting a foreign country. Complete the letter, using the pictures to fill in the missing information. What should you write at points **a, b, c, d** and **e?**







____

____

__________(a)__________

____

__________(c)__________   __________(b)__________

Sorry I haven't written for so long, but we've been in (*give the name*) recently and have only just got back. I must tell you all about it. It was really fantastic.

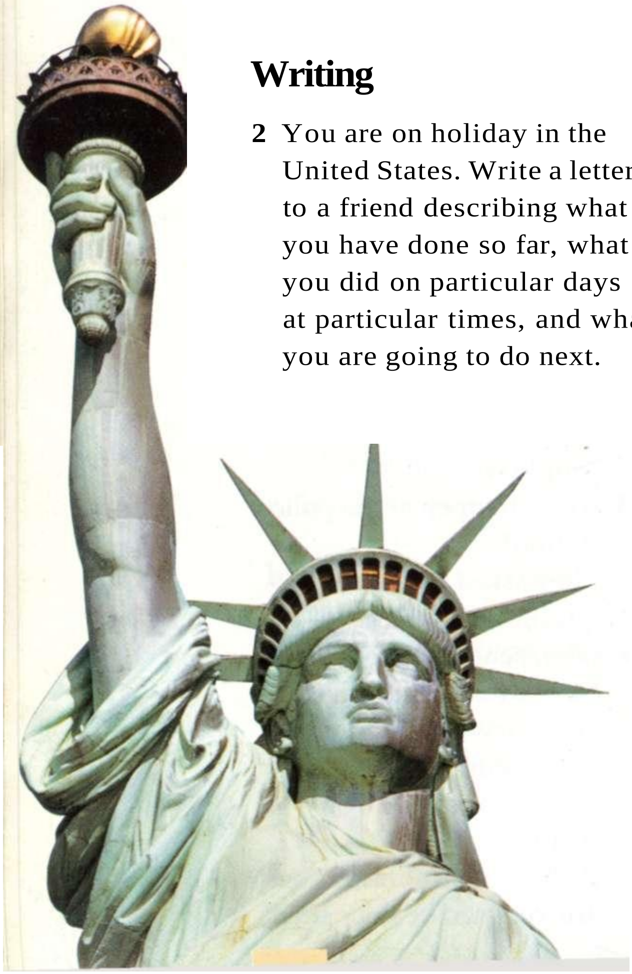
We had a week in (*give the name*) which is a large seaside town.
(*Describe how you went there; when you arrived; what the hotel was like*)
(*Describe what you did every day*)
(*Describe the trip to the castle; how you got there; lunch in the courtyard; what happened while you were having lunch*)
(*Describe the trip on the boat; where you went, what you saw; something funny that happened*)
(*Describe the end of the holiday; the bad weather; how you left, and went home. End by giving your general impression of the holiday*)

__________(d)__________

__________(e)__________

Writing

2 You are on holiday in the United States. Write a letter to a friend describing what you have done so far, what you did on particular days or at particular times, and what you are going to do next.





STUDY FOCUS

Check your grammar

Narrative tenses

1 Read the text, and underline all the verbs.

We **e** *arrived on the island in the late afternoon, and went straight to the bus station. We had decided to stay in a small town on the far side, and we wanted to get there as quickly as possible, as we had not booked anywhere to stay. When the bus finally left us there, it was dark. People were walking up and down on the sea-front, enjoying the cool evening air. It was then we discovered that there was not a hotel there any more. Our guide book was out of date, and the hotel had closed down. While we were wondering what to do, someone shouted at us from across the square. It was a friend of ours from college. Luckily for us, he was staying on the island with his grandparents, and so they put us up.*

2 List the verbs under these headings.

a Narrative events: *We arrived*

b Past events which take place before other events: *We had decided*

c Longer actions, or background description: *People were walking up and down*

Build your vocabulary

Compound words

1 Write a compound word for each definition.

a a house which is part of a farm ______ a farmhouse ____

b seeing the sights ______ : ______

c a place where you can camp ______

d a bag you can sleep in ______

e a chair which lifts you ______

Nouns as adjectives

2 Nouns can often be used as adjectives. Study these examples.

airport delays = delays at airports

Write explanations for these expressions.

a nigh tlife

b a boat trip

c farm buildings

d a nursery slope

e office politics

f holiday prospects

Practise your pronunciation

Stress and intonation

1 Listen and repeat.

a Where exactly were you when you saw the lion?

b Do you want to go sight-seeing?

c I didn't enjoy the trip very much.

d We didn't visit any good museums.

e Who was that tall man in the hotel?

2 Mark the syllables that have the most stress.

3 Listen again. Each sentence is spoken with a different stress pattern. How is the meaning now different?

3

Unit 4 Getting Ahead

STARTING POINTS

Job types and conditions

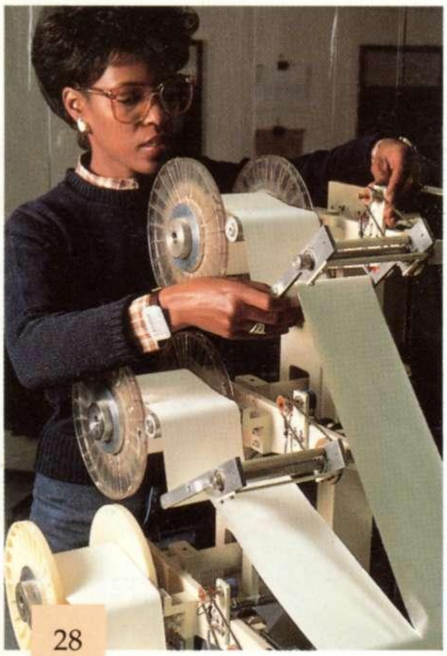
1 Describe the differences between these types of jobs. Which ty of job do you think would suit you best?











2 Which aspects of a job are most important to you?

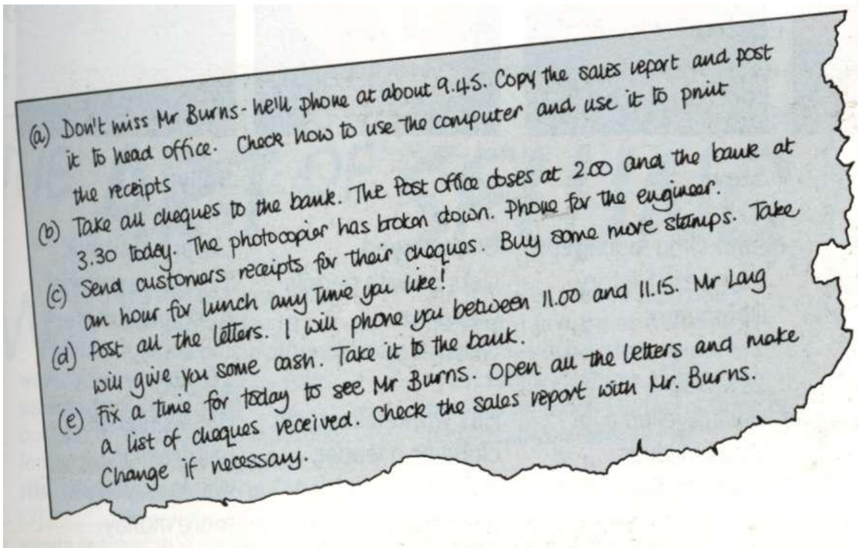
Pleasant working conditions?
Good future prospects?
Independence?
Job security?
Opportunities for travel?
A lot of responsibility?
Interesting colleagues?
Flexible working hours?
Variety and excitement?
Learning new skills?

3 Is work important only because we need money? Or are there other reasons?

LANGUAGE ACTIVITIES

- Work situations
- Recommending a job

1 Sue is alone in the office, because her colleagues are ill or on holiday and her boss is away. He has left her these notes.



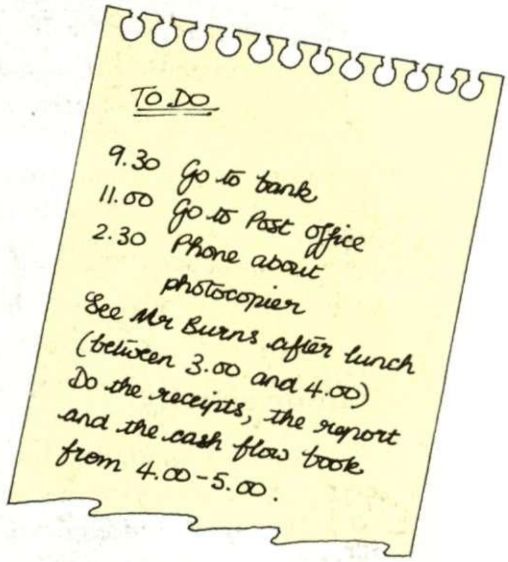
(a) Don't miss Mr Burns - he'll phone at about 9.45. Copy the sales report and post it to head office. Check how to use the computer and use it to print the receipts

(b) Take all cheques to the bank. The Post Office closes at 2.00 and the bank at 3.30 today. The photocopier has broken down. Phone for the engineer.

(c) Send customers receipts for their cheques. Buy some more stamps. Take an hour for lunch any time you like!

(d) Post all the letters. I will phone you between 11.00 and 11.15. Mr Lang will give you some cash. Take it to the bank.

(e) Fix a time for today to see Mr Burns. Open all the letters and make a list of cheques received. Check the sales report with Mr. Burns. Change if necessary.



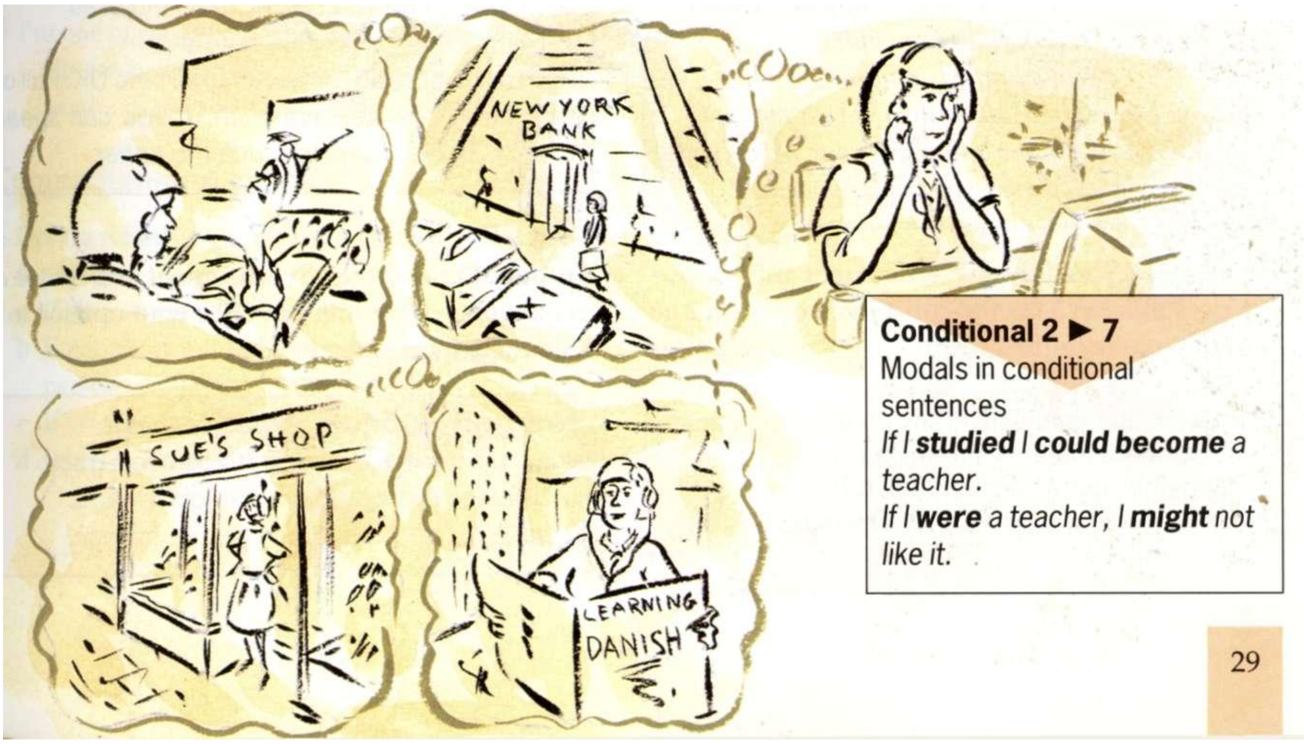
TO DO

9.30 Go to bank
11.00 Go to Post office
2.30 Phone about photocopier
See Mr Burns after lunch (between 3.00 and 4.00)
Do the receipts, the report and the cash flow book from 4.00-5.00.

This is Sue's plan for her day. What is wrong with it?

Unless she speaks to Mr Burns first she can't go to the bank at 9.30.
She can go to the bank, provided she speaks to Mr Burns first.
She can't stay at the bank for long, in case Mr Burns phones.

1 After her difficult day, Sue started thinking about other things she could do. What did she say about the good and bad points?



In case ► 19
In case is used when we want to be prepared for a situation which might happen.
I can't go out now ***in case*** *the boss rings.*

Conditional 1 ► 7
Provided and **as long as** mean *only if . . .*
Unless means *only if not . . .*
I'll do it ***provided*** *he agrees.*
I won't do it **unless** *he agrees.*

Conditional 2 ► 7
Modals in conditional sentences
If I **studied** *I* **could become** *a teacher.*
If I **were** *a teacher, I* **might** *not like it.*

3 What sort of job should each of these people do? What could each one do if they had the job you suggest?






Name:	**Jan**	**Steve**	**Luke**	**Sally**
Age:	37	41	29	24
Present job:	Now a housewife	Bookshop manager	Unemployed	Library assistant
Qualifications/Skills	Trained secretary Speaks French Good with people	Degree in History Computers	Gets on with people Can drive Good at sports	Typing, secretarial Good organiser
Salary:		£16,000	-	£9,500
Other experience:	Has worked with young children	Has travelled a lot Sings in clubs	Has worked in youth clubs as a leader.	Has worked as a hairdresser.
Reasons for changing:	To begin new career now children are older Wants to do a useful job	Wants to earn more	Wants to train for a new career. Will study.	Wants a lively job witt more money.
Other.	Preferably part-time	Not in an office	Not teaching!	No travelling.

Group activity

4 **Student A** Read the advertisement and choose a person from **3** for this job. Give your opinion to the others in the group.

> **Have you ever considered teaching as a career?**
> ***Think you're too old?***
> ***Not qualified enough?***
> If you have experience with children, and other work experience, you can still retrain. Maths and French teachers are particularly needed.

Student B Read the advertisement and choose a a person from **3** for this job. Give your opinion to the others in the group.

> As a tour guide you can earn as much as
> **£17,000 a year**
> and travel abroad, or work here in the UK. Fu
> part time jobs are available. *If you can sp*
> *French or German, so much the better.*

Student C Read the advertisement and choose a person from **3** for this job. Give your opinion to the others in the group.

> By taking an Open University course, you could become a qualified social worker. It is a responsible and rewarding job, full of variety, and pay starts at over **£11,000** when you are fully qualified.

Student D Read the advertisement and choosi person from **3** for this job. Give your opinion I the others in the group.

> **Many organisations nowadays have entertainments officers. If you are a good organiser this could be the job for you.**
> *Training is necessary but pay can be high.*

READING AND LISTENING 1

Pre-reading

1 If you were selling a product, how would you persuade the customer to buy it?

Reading

2 Decide who has written this text, and who it has been written for.

THE ART OF SELLING

We all make use of sales ability in terms of persuasion at different times and in different ways. You try to [1]________ your parents that you can [2]________ out later on Friday night by putting forward reasons and arguments to encourage agreement. You [3]________ to sell the idea to your sports teacher that you would not be able to give one hundred per cent to the game if you had to play, in the hope that your explanation will be accepted. If you find you are not [4]________ out late or that the sports teacher does not [5]________ you are "at death's door" then you have not succeeded in selling your idea well. This does not necessarily [6]________ you are not a good sales person since it is not possible to [7]________ all the time but it may be that you did not present your case as well as you could have done. Reconsider the many times you have asked your parents for money to buy clothes or records. If you were to say "I [8]________ £5 to buy the latest record by Flint Hogwash and the Papermates" we can [9]________ the likely reply. However, you could say, "You know you said the back door needed painting but you didn't have time to do it? If I did it for you this weekend would you give me £5 for it?" Chances are, the latter is more likely to [10]________ the money. Clearly then, selling is something we all do from time to time – it is basically the presentation of something in the best light to persuade someone of its merits.

3 Put one of the words below into each space in the text.

allowed attempt believe guess mean
need persuade produce stay succeed

Comprehension check

4 Decide whether each sentence means the same as points made in the text.

a If you argue a lot you will make a good sales person,
b If people don't believe you, you could still be a good sales person.
c If you present your case well, people are likely to believe you.
d If you want to borrow money, it's better not to tell the truth.

Word search

5 Find words or phrases in the text which could be replaced by the words and phrases below.

suggesting
so that they will agree
to play well
it does not have to
always
explain your ideas
probable
occasionally
good points

6 Are you good at persuading people? Try to persuade a partner to change his or her choice of job, or to buy an object in the classroom.

Listening

7 Ls] Listen to three phone calls, and write down the information as if you were the person receiving the call.

a ________
b ________
c ________

Which caller do you think was the most persuasive?



READING AND LISTENING 2

Pre-reading

1 What kinds of jobs involve travelling?

Reading

2 What type of job is described in the text? Some key words are missing. What are these words?

ME AND MY JOB



If we can't actually visit an island because of the fog, we always try to get there the next day, especially if it's one of the once-a-month islands. I'll ring a shopkeeper and ask them to put up a notice saying we plan to be there the next day. I think I'm far closer to the customers than someone working in a large ______ . They seem to feel freer to discuss their problems. If we can't give them an answer straight away, I find out for them by the next visit, because I know they'll be coming in to see me as soon as I arrive. I get to know the customers and they'll tell me where they're going on holiday. If it's a quiet day, they'll stop for a chat. It's all very friendly and I thoroughly enjoy the contact. I've worked for the ______ for 12 years and I'd been out to the islands on holiday relief before I took the job. When our last flying ______ retired, they asked me if I'd like to take over. It's a promotion for me and I enjoy the travelling – I'm used to it, as I was brought up on an island. Everyone here is used to my job but some of my friends think it sounds great fun. You have to be a good traveller. The planes are little eight-seaters and the airstrips are just fields. In the winter they get a bit sticky. I sometimes wonder if we're ever going to manage to get in the air.

Word search

3 Use a word or phrase from the text to rewrite these sentences by changing the parts underlined.

a When I was offered this job, I accepted <u>immediately</u>.
b I <u>really like</u> meeting people and chatting to them.
c After I'd been working here for ten years, they gave me a better <u>job</u>.
d I <u>don't find it strange to go</u> in a small plane to the islands.
e It's important to be good at travelling in my job.

Comprehension check

4 Are these statements true? Find information in the te: where possible.

a She visits most of the islands at least once a week.
b Her company does not have offices on the islands.
c What she likes about th job is the opportunity to meet people.
d She is suited to this job because it is new and unusual for her.
e The islands all have quite large populations.

Pre-listening

5 What are the disadvantages of commuting? What kind of j What might be good or bad about working at home?



Listening

6 Write down three poin in favour of working from home, and three points against, which are mention in the discussion.

Discussion

7 Would you like to travel in your job? How would you feel about working from home?

GRAMMAR PRACTICE

Conditional 1 and 2 ▶ 7

1 Rewrite each sentence beginning as shown.

Don't come late again! You are certain to get fired!
If you come late again, you'll get fired.

a I advise you to start looking for a new job.
IfI_______

b Why doesn't Jack work harder! He could get a promotion.
If he_______

c Don't smoke in the office. That's why nobody wants to work with you.
If you_______

d I don't know the answer. That's why I can't tell you.
IfI_______

e I'm not very well-paid, so I don't work late.
IfI_______

f I haven't got a secretary, so I have to do my own typing.
IfI_______

g Lend me some money until pay day. I promise to pay you back on Friday.
If you_______

h You never arrive on time, that's why the boss doesn't trust you.
If you_______



Conditional 2 with *might* ▶ 7

2 Comment on each situation, beginning as shown, using *might*.

A waiter who never receives any tips from customers.
*If he **were** more polite, the customers **might give** him a tip.*

a A bank cashier who works very slowly, and who has impatient customers.
If he_______

b An actress who stays up late having a good time, and who can't remember her lines.
If she_______

c A shopkeeper who isn't very friendly with the customers, and hasn't got many of them!
If he_______

d A tour guide who spends a lot of time chatting to tourists, and always loses several members of the party.
If she_______

e A politician who nobody votes for, because he changes his mind very often about important problems.
If he_______

f A hotel receptionist who nobody can understand, because she speaks too quickly.
If she_______

What time

3 Label the underlined verbs *always, future event* or *unreal.*

When you see him, give him my love. (future)

a When I see him, he makes me laugh.

b Provided I see him, I'll give him your message.

c I wait here until someone gives me a lift home.

d I would feel bored if I did a job like that.

e We'll start the meeting at 10.00, as long as she gets here by then.

f If I arrive late the boss calls me into his office for a little chat.

g If I knew the answer I'd tell you.

h I'll wait here, in case Mr Jones rings back.



Unless, as long as, provided ▶ 47 2

4 Complete each sentence using the verb in brackets. Use either present simple or *will.*

As long as you (be) careful, you'll be quite safe.

As long as you ***are*** *careful, you'll be quite safe.*

a Provided I (get)_______the job, I (buy)_______a new car.

b I (not clear up)_______the office unless you (help)_______me.

c I (come)_______and collect you as long as you (phone)_______ me first.

d I (not punish)_______you, provided you (promise)_______not to do it again.

e As long as you (leave)_______now, you (catch)_______the train.

f She (not take)_______the job unless we (offer) _______ her a higher salary.

g I (pay)_______cash, provided you (deliver)_______the goods today.

h I (be)_______there at 6.00 unless the plane (be)_______late.

In case ▶ 19

5 Rewrite each sentence using *in case.*

I've bought more food, because more people might turn up.

I've bought more food ***in case*** *more people turn up.*

a I've brought some spare batteries. These might run out.

b I'm leaving a message for Mr Green. He might come while I'm out.

c Carry this very carefully. It could break.

d I've ordered more paper. This might not be enough.

e I'll be back at the office at 2.00. Mrs Fry might arrive early.

f Write down their address. You might forget where their office is.

g Keep the receipt. Perhaps you'll need it later.

h Take another computer disc. The first one might not work.

Making recommendations ▶ 42

6 Complete each comment with *should* or *shouldn't,* beginning as shown.

I don't like animals. They frighten me.

If animals frighten you, you ***shouldn't*** *be a vet.*

a I don't get on with children at all. They drive me crazy.

If you_______

b I can't put up with dirt and smells. Ugh, it makes me feel sick.

If you_______

c Foreign languages are easy for me. I pick them up just by listening.

If you_______

d I love looking after other people, and animals too.

If you_______

e People who keep on asking questions really annoy me.

If you_______

f I'm good at making up things, you know, stories, that kind of thing.

If you_______

g I love talking on the phone. Ringing people up is my idea of fun.

If you_______

WRITING

Pre-writing

1 Which of the phrases below would be suitable in a letter in reply to a job advertisement?

I hate the job I've got now. It's really boring.

I look forward to hearing from you.

Why don't I come round on Tuesday? See you then, Love Julie.

Do you want a reference? I can easily get one.

Would it be possible for you to see me this week?

I am an experienced receptionist, and have been in my present job for two years.

Guided writing

2 You have just seen this advertisement in the local paper. Complete the letter of application below.

(your address)
(date)

ear........)
I am writing in reply to your
dvertisement in the Sevenoaks
iazette of March 10th.
(give brief details of yourself,
and experience)
(say when you are available
for interview)
(give the name of an
employer or someone who
can give you a reference)
(give a closing phrase)
(end the letter)

PERSONAL ASSISTANT
Partner in local firm of solicitors requires a Personal Assistant for part-time work, maximum 20 hours per week. Word processing and use of data-base an advantage. Only experienced candidates need apply to: Box 300, Sevenoaks Gazette.



Guided writing

3 You have just received the letter of application in 2. The times suggested by the candidate are not convenient. Write a reply giving reasons for this and suggesting alternatives.

4 You are now working in the job described above. You feel that it has some good points, but find some of the work uninteresting. Write a description of the job, using this outline.

Being a personal assistant is a fairly interesting job. I have to

As well as this,______________________________
I suppose the most interesting part is________________
On the other hand, I don't really enjoy some aspects of the job.
For example__________________________________

5 Write a similar description of a different job, by someone who finds it interesting and enjoyable.

4

STUDY FOCUS

Check your grammar

Conditional 1 sentences, and future time clauses

1 Which underlined tenses refer to future time?
When I see you again, I'll pay you back what I owe you.
When you pay cash, we give a small reduction.
Will you come and see me before you go?

2 Answer the question after each sentence.
a *If you drop that box, the glass inside will break.*
Do I think that you are holding it dangerously? Yes/No
b *If you dropped that paint out the window, it would make a messi*
Do I think you are really going to do this? Yes/No
c *If the dog eats tinned food, it becomes ill.*
If the dog eats tinned food, it will become ill.
What is the difference between these sentences?

3 Is there any difference between the sentences in each pair?
a *Sorry, I don't know when he leaves.*
Sorry, I don't know when he'll leave.
b *If you'll wait a moment, I'll see if Mr Brown is in the office.*
If you wait a moment, I'll see if Mr Brown is in the office.

Practise your pronunciation

Intonation – interested or not?

1 Listen to each speaker and decide whether the person who replies sounds interested or not.

2 Listen to the speakers again. Reply to each speaker, using the words given in brackets, and according to the instructions in brackets.
a Really? (interested)
b Really? (not interested)
c How interesting. (not interested)
d How interesting. (interested)
e Does he? (interested)
f Does he? (not interested)
g Yes. (interested)
h Yes. (not interested)

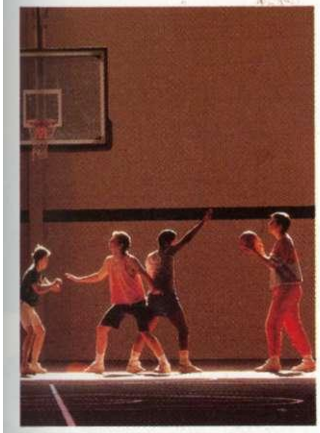
Build your vocabulary

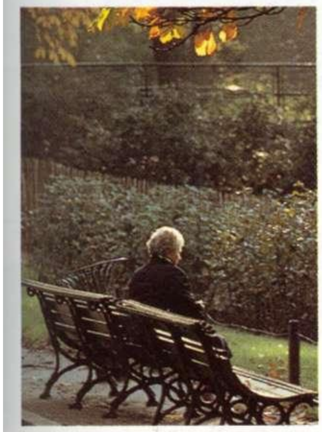
Word-formation

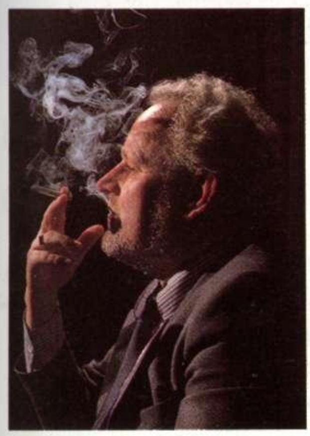
Complete the missing parts of this word formation table. Not all parts are possible.

Noun	Verb	Adjective
persuasion	________	persuasive
qualification	________	________
organisation		________
performance		________
________		responsible
________	________	different
________		patient
________	explain	explanatory
________	________	confident
promotion	________	









Unit 5 A Good Idea

STARTING POINTS

World problems questionnaire

1 Answer the questions in this questionnaire. Compare answers with others.

1 If you were an important national leader, what would you do about these problems?

a Half the world is very rich and half is very poor.
b Pollution is putting the future of the planet at risk.
c Many people don't have a home or enough to eat.
d Big cities are becoming impossible to live in.
e More and more people are leaving the countryside and going to live in cities.

2 If you were a multi-millionaire, which two of the following would you give money to, and why?

a Clever students who couldn't afford to go to university.
b A scientist who needed a laboratory to carry out research.
c A large library for the town where you were born.
d A sports centre for the town where you now live.
e New buildings for the school where you were a student.

3 Which of these everyday problems do you believe we should thing about more carefully and why?

a The difficulties faced by old people.
b The way we treat animals.
c The kind of food we eat.
d The quality of programmes on TV.
e The need for women and men to be treated equally.

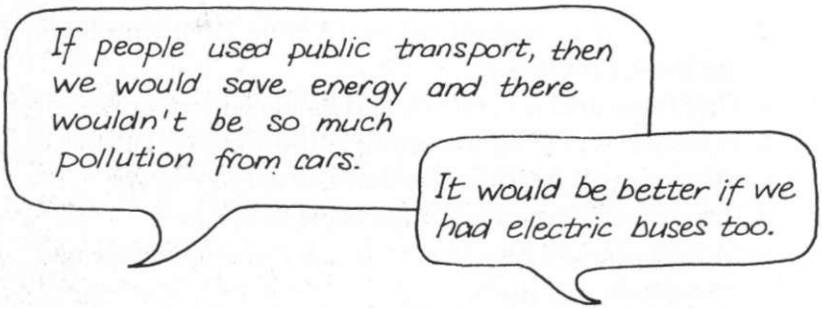
4 Which of these problems do you think will become greater in the future? Which ones will become less?

a Road accidents.
b Football hooliganism.
c Illness caused by smoking.
d Crime in our cities.
e Problems between parents and children.

LANGUAGE ACTIVITIES

- Environmental problems
- Changing the present
- Annoying habits

1 What kinds of environmental problems are shown on the right? What do you think people should do about these problems?



If people did the things listed below, what would be the results? Why would it be good for the environment?

WHAT PEOPLE CAN DO

- Use public transport instead of private cars where possible.
- Buy only products which do not contain harmful chemicals.
- Collect old newspapers for recycling into paper.
- Drive cars which can use lead-free petrol.
- Put pressure on governments to stop building nuclear power stations.
- Refuse to buy furs or other goods which come from species of animals which are in danger.
- Save energy by using solar power and wind power.
- Stop dropping litter in the street, and in the countryside.
- Refuse to buy from companies which pollute the air, land or sea.
- Save water whenever possible.
- Stop buying goods which come in throw-away containers such as cans and plastic bottles.

Do you have any other ideas about how we could protect the environment?

2 What do you think about the problems of city life? What changes would you like to make to life in your town or city?

I wish we had more parks and open spaces here. Everyone would be able to relax more, and breathe some fresh air.

Comment on these topics:

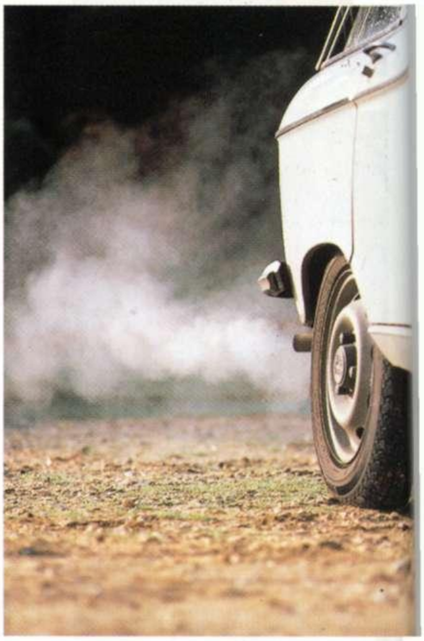
Education *Entertainment* *Transport* *Work and Leisure*

Make some wishes about the items in the list below, and explain your reasons.

motorbike computer dog caravan robot servant

I wish I had a motorbike. If I had one I could get to my lesson much faster, and I wouldn't have any parking problems.

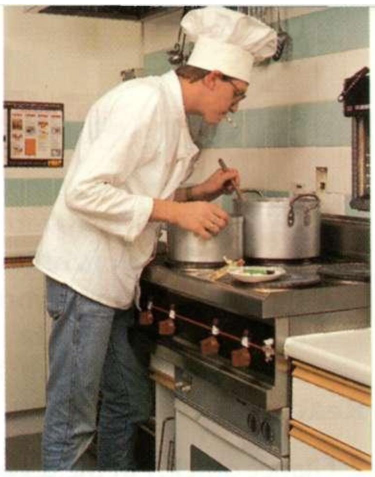




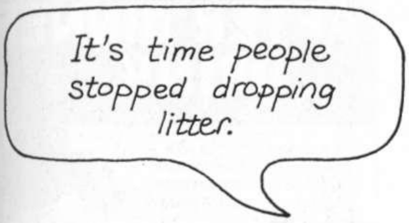
Wishes for the present ► 49
I **wish** I had a car.
I **wish** I didn't have to work on Saturday.
I **wish** you were here.

3 Do you agree with this letter to a newspaper?

> Isn't it time the government did something about litter? Everywhere I go I seem to see people dropping plastic bottles and drink cans on the pavement. If only people realised how disgusting this is, and what a bad impression it makes on foreign tourists. And often you can walk for ten minutes without seeing a single litter bin! If the government spent more money on bins, then we wouldn't have to spend so much money on street cleaners . . .



Are the actions in the pictures against the law in your country? Do you think they should be? What problems do they cause?
Make comments like this.





Write a short letter, like the one above, about one of the problems.

4 Read this reply to the letter above.

> Litter bins are not the answer to this problem. It's time that manufacturers stopped making plastic and metal containers. If they used glass bottles, and people had to pay a deposit, there wouldn't be so many cans and bottles in the street.

Write a similar reply to a letter written in 3.

5 Do you get annoyed by other people's bad habits? What would you say to a friend staying in your house who had these annoying habits?

- smoking in the kitchen
- playing loud music late at night
- sleeping until midday
- leaving the room very untidy
- not helping with housework

Add four more annoying habits to the list. What would you say?

> ***It's time*** ▶ **46**
> This is followed by an unreal tense.
> *It's **time** we **left**.*

> ***If only*** ▶ **18**
> This is a strong way of making a wish.
> ***If only** I had a car!*

> ***I wish you wouldn't*** ▶ **49**
> This is a way of complaining about a bad habit.
> ***I wish** you **wouldn't** smoke!*

Role play

6

Student A

You are a journalist interviewing a government spokesperson. You believe that it's time the government did something about these problems: education, housing, the health service, and the cost of living. Describe some of the problems and suggest some possible changes.

Student B

You are a government spokesperson. You do not believe that there are serious problems in education, housing, the health service and the cost of living. Point out that if the suggested changes were made, there would be other problems.

READING AND LISTENING 1

Pre-reading

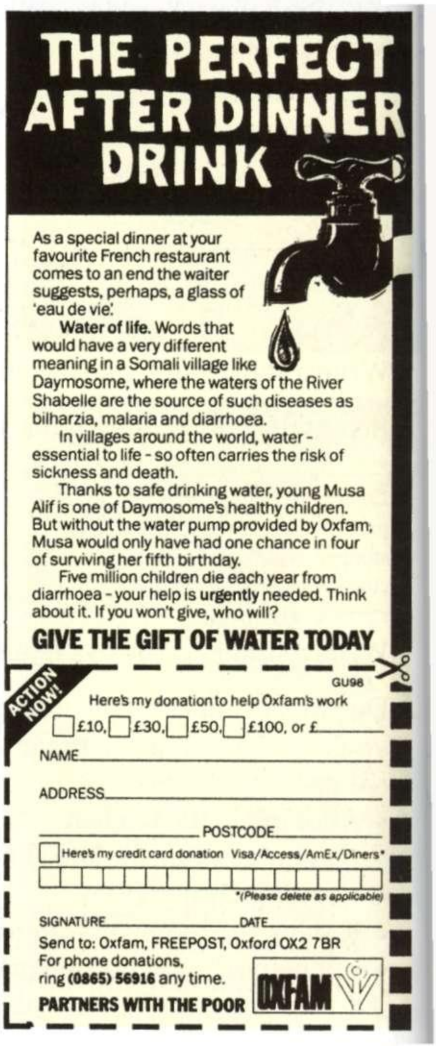
1 What might be your attitude to these topics if you lived in
a the rich developed world, or b the poor developing world?
water school health food clothes work

Reading

2 Glance quickly at the texts on the right, and decide which of these points it might contain.

a the name of a child
b a description of what is in fashion
c the name of a drink
d the money a person spends on clothes
e names of diseases
f a description of drought
g a mention of education
h the number of people dying

Read the text more carefully, and underline any of the points that you find.



Discussion

3 How should we use money to help developing countries? What should we spend the money on?

Listening

4 Listen to a couple describing how they decided to sponsor a child in a developing country.



Tick any items in the list below which they mention.

air stewardess	railway station	compact discs
bank manager	drawings	food supplies
birthdays	balloons	radio programme

Listen again, and explain what they said about the items you ticked.

READING AND LISTENING 2

Reading

1 What is the purpose of this leaflet? What kind of people read it?

THE ADDIS WASTE LINES

Consider what goes into your dustbin, and how much of it can be re-used by industry, or the local community.

1. PACK UP YOUR PAPERS
30% of our rubbish is paper and board. [1] ______________________________

▶ 'File' clean folded newspapers in a box or crate in the garage or under the stairs. When it's full, tie up tightly with string. Bundle up magazines separately.

▶ Contact local organisations, such as Friends of the Earth or Scout Groups, and [2] ______________________________

2. BOX YOUR BOTTLES
10% of our rubbish is glass. Its production uses a high level of expensive energy.

▶ Use returnable bottles if you can (milk and medicine bottles are returnable, and [3] ______________________________)

▶ Keep a 'bottle box' for all non-returnable food and drink bottles. [4] ______________ . When it's full, take it to your local Bottle Bank.

3. CRUSH YOUR CANS
9% of our rubbish is made up of metals, mostly food, drink and petfood cans made of tin-plated steel, aluminium, or a combination of both. [5] ______________________________ . All cans can be recycled.



▶ Rinse out cans after use, open both ends of food cans and fold the lids inside.

▶ Flatten cans with [6] ______________________________

▶ Take cans to your local Save-a-Can centre or contact charities which collect cans for cash.

4. COMPOST YOUR VEGETABLE WASTE
23% of our rubbish is made up of vegetable waste, coffee and tea grounds. If you have a garden or allotment you can turn it into valuable compost to feed plants

▶ Keep two kitchen bins – [7] ______________________________

▶ If you have a wood-fire [8] ______________ (but) not coal or coke ashes).

5. THINK BEFORE YOU THROW
Don't throw into your dustbin anything which will have a useful second-life. JUMBLE SALES [9] ______________________________ . Keep a jumble box for cast-off or outgrown clothes, oddments of china and glass, discarded toys or games – [10] ______________________________

2 What is the topic of each section of the leaflet? Which sentence listed below goes into each space?

a Aluminium cans are the most expensive form of packaging.
b ... with the heel of your shoe and store in a plastic sack.
c ... are the most efficient and well-organised recycling system of all.
d ... ask to be included in a paper collection scheme.
e ... add the ash to the compost heap too.
f ... one for dustbin rubbish, and one for all your peelings, tea leaves etc.
g Each of us 'consumes' 2 trees a year in paper, but much of it can be re-used by recycling.
h ... anything which someone else may be able to recycle and enjoy.
i Rinse them out, discard lids and caps.
j ... some stores will take back other bottles if you ask.

Word search

3 Continue these lists of words from the text.

a containers - *box,...*
b substances - *paper ...*
c action verbs - *pack up ...*
d things we throw away - *newspaper ...*

Listening

4 Which of these items might be mentioned in a programme about the environment?



Listen and tick the items you hear mentioned.

5 Are people in your country worried about the environment? What is being done?

GRAMMAR PRACTICE

Wishes for the present ▶ 49

1 Comment on each sentence beginning as shown.

People throw lots of rubbish in the street.

I wish people didn't throw rubbish in the street.



a I live in a city with a lot of air pollution.

I wish____.

b More people ought to protest against the destruction of the environment.

I wish____.

c We don't have enough information about these problems.

I wish____.

d I think that children should learn more about the environment at school.

I wish____.

e More people ought to belong to environmental organisations.

I wish____.

It's time 46

2 Comment on each situation by completing the statement given.

Your shoes are very old. You've had them a long time.

***It's time** you bought some new shoes.*



a If we don't leave now, we're going to miss the train!

It's time we____________________________________.

b I think the government should do something about our schools.

It's time the____________________________________.

c Sorry, but I really must do my homework now.

Sorry, but it's time I______________________________.

d We haven't had a party for ages!

It's time we____________________________________.

e You must start taking yourself seriously!

It's time you___________________________________.

f Sorry, I'm very tired. I really have to go to bed.

Sorry, but it's really time I__________________________.

Wishes: annoying habits ▶ 49

3 Each situation describes an annoying habit. Comment on each situation beginning as shown.

Someone keeps shouting at you.

***I** wish you wouldn't shout at me like that!*

a Your brother or sister is very untidy, and leaves his or her dirty clothes all over the bathroom floor!

I wish you ______________________________

It would be much better if you ______________________________



b Your neighbours play loud music late at night with their windows open.

I wish they ______________________________

Perhaps they would stop if we ______________________________

c There is nowhere to park in your area, so people sometimes leave their cars on the pavement. This makes walking very dangerous.

I wish people ______________________________

I'm sure they would realise how dangerous it was if ______________

d Your flatmate smokes a lot, and even smokes in the kitchen and the bathroom. You think this is unhealthy for both of you!

I wish you ______________________________

It wouldn't be so bad if ______________________________

If only ▶ 18

4 Comment on each situation, beginning as shown.

You don't have enough money to go on holiday.

*If **only I** had a rich uncle!*

a Your car has broken down, you have no tools, you are lost, and you have no money!

If only we ______________________________



b You have lost your keys and are locked out of your house, and your neighbours are on holiday. It is snowing as well!

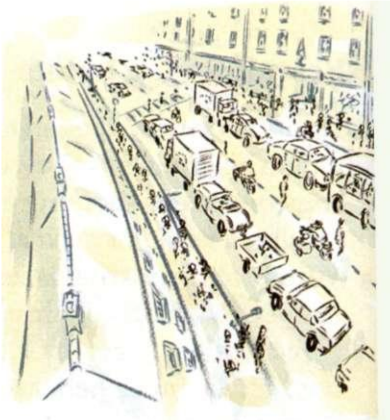
If only I ______________________________

c Your ship has sunk, and you are stranded on a desert island. You have problems finding food, and you can't escape.

If only I ______________________________

d You are in a foreign city, and someone has stolen all your money. You have friends here, but you don't know their phone number.

If only I ______________________________





WRITING

Pre-writing

1 The government is planning to build a motorway which would pass close to your town. Some local people are against this plan, and some are in favour of it. Choose points in favour and points against from this list. Reject any irrelevant points.

- less traffic through the town centre
- fewer people stopping in the town
- farmers lose some land
- town less dangerous for children
- local wildlife in danger
- air pollution near the motorway
- noisy for houses near the motorway
- fewer customers for shops
- faster local transport
- more work for local garages
- no more summer traffic jams
- means destroying an old building
- too many dangerous drivers
- new factories come to the town
- pubs lose many customers
- town more attractive for tourists

Role play

2

Student A	Student B	Student C
You are against the planned motorway. You believe that the existing roads are good enough, and that the new road would damage the environment.	You are in favour of the planned motorway. You believe it will bring more business to the town, and that the advantages outweigh the disadvantages.	You are the presenter of a radio programme. You are interviewing Students **A** and **B**. Ask them questions so that your listeners understand both sides of the issue.

Guided writing

3 Complete this letter to a newspaper about the motorway problem. You could use information you discussed in **1** and 2.

Dear Sir,

I am writing to protest about the government's plan to build the proposed M79 motorway so that it would pass close to the town of Crockhampton. I think that this would be bad for the town for the following reasons. First of all, ____________ *(organise your reasons, so that the most serious comes first. Include organising phrases eg. next, as well as this, finally etc.)*

There are some people who think the motorway would benefit our town. They say, for example, that it would ____________ *(give some opposing views, but not very strongly)* ____________

In my view they are quite wrong, and the building of such a road would be a disaster. We don't want it, and we're not going to have it!

Yours faithfully

____

Writing

4 Write a short newspaper article in reply to the letter in **3.** Answer all the points in the letter, and point out the benefits of the motorway.

Check your grammar

Modal verbs

Study the sentences a-f, and answer the questions **1**-4 which follow.

a Sorry, but you can't leave today.
b I don't think you should leave today.
c Don't worry, you don't have to leave today.
d Well, you might leave today I suppose.
e Certainly, you may leave today.
f I think you had better leave today.

1 Which sentences give someone advice?
2 Which sentences are opposite in meaning?
3 Which sentence describes something unnecessary?
4 Which sentence describes a possibility?

Build your vocabulary

Countable and uncountable

1 Divide this list into countable and uncountable nouns. Underline any which can be used as both countable and uncountable. For each word, write a sentence which clearly explains its meaning.

famine	waste	crime	traffic	hooliganism
unemployment	poverty	pollution	illness	violence

Words easily confused

2 Use a dictionary if necessary to explain the difference between each pair of words. Write a sentence explaining each one.

a litter/rubbish ______
b hungry/starving ______
c library/bookshop ______
d accident/chance ______
e fur/skin ______
f demonstration/parade ______
g refuse/deny ______
h newspaper/magazine ______

Practise your pronunciation

Sounds and spelling

1 How do you pronounce these groups of words?

seat	treat	beat	heat	meat
boat	goat	coal	road	float
fur	her	stir	were	sir
ill	still	hill	fill	will
wheel	feel	steal	steel	heal

Listen and repeat.

Intonation

2 How does the speaker of each sentence feel? How would you say each sentence?

a I wish you wouldn't leave your clothes lying all over the place.
b I wish people would clear up the kitchen after they use it.
c I wish you wouldn't stare at me like that,
d I wish someone would do something about these windows,
e I wish you wouldn't smoke in here.

3 Listen and repeat.

Unit 6 Rights and Wrongs

STARTING POINTS

Describing people and things

He's tall and he's rather fat. But he hasn't got a moustache and he doesn't look over 40.

1 Choose the closest description from the list for each person. Mal
each description more accurate.



a She's middle-aged, quite tall, and looks a bit old-fashioned. She's got short grey hair,

b He's about 18, tall, and seems to be some kind of a businessman.

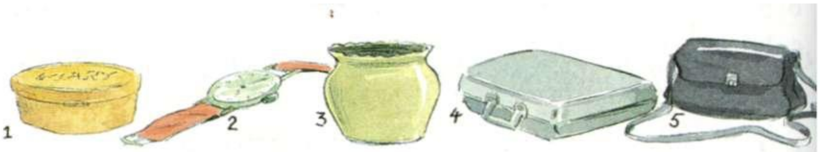
c She's quite young, about 20, and has long hair. She's also got glasses, and is wearing very fashionable clothes.

d He doesn't look very old, about 15 maybe. He's got shortish hair, and looks quite strong.

e She's got short hair, and is about 40 or possibly younger. She looks like a secretary maybe. She's about average height.

It's small and made of silver but it isn't round.

2 Choose the closest description from the list for each object. Make each description more accurate.



a It's like a small square box, mainly black. It's got a handle and it looks heavy. It's made of wood.

b It's a rectangular leather case, with a handle. And it's brown.

c It's a tall blue glass vase, and the top is shaped like leaves.

d It's a small silver box, shaped like a heart, with the name 'Mary' engraved on the top.

e It's a small watch with a brown leather strap.

3 Describe people and things in the room. Can other people recognise them from your description?

READING AND LISTENING 1



Pre-reading

1 What should people do to avoid being burgled? How can they help the police find their stolen goods if they *are* burgled?

Reading

2 Underline all the instructions in the text. How many of the ideas you discussed in **1** are in the text?

WHEN YOU'RE AWAY FROM HOME

NEIGHBOURHOOD WATCH
OUR PROPERTY IS POSTCODED

Eight out of ten burglaries occur when a house or flat is empty. So don't advertise your absence when you're on holiday, or even out at work or shopping. Instead, fit time switches – available from DIY shops – to turn your lights on after dark. Don't leave valuable items such as a TV or video visible through the window. During the day, keep the items out of sight; at night, draw the curtains. Ask a friend or neighbour to keep an eye on the house while you're away on holiday – to collect mail left in the letterbox, sweep up leaves, even mow the lawn and generally make the house look lived in.

USING THE POSTCODE FOR MARKING VALUABLES

Thieves look for portable, high-value, easily saleable goods. One excellent way to protect items is to mark them with an indelible identification showing your postcode, the number of your house or flat or the first two letters of its name. Put a sticker – available from police stations – in a front window to tell thieves that your property is marked. The sticker will make them think twice. The marking makes it harder for a thief to sell your property to a dealer, and easier for the police to return the property to you if it is found. Keep a list too of the serial numbers of your television, video and hi-fi equipment. The numbers will be useful if you need to make an insurance claim.

3 Summarise the text by putting the main instructions as headings, with brief explanations below them.

Don't advertise your absence when you're on holiday.
-Fit time switches to turn on the lights.

Add explanations if necessary. What other ways are there of preventing crime?

Listening

4 This extract from a radio programme describes stolen goods which have been found. Listen and complete the table where possible.

SIZE	AGE	COLOUR	PLACE OF ORIGIN	MATERIAL	THING
	antique				
small					
					coat
				gold and silver	

LANGUAGE ACTIVITIES

- Legal and illegal
- Advice and criticism

1 Read the information below. How old do you think you have to be to do these things in Britain? How old do you have to be in your own country?

You must be 18 before you can vote.
You can't vote if you are only 17.
You don't have to be 18 to have your own passport.

CHILDREN AND THE LAW IN BRITAIN
Age: 5? 7? 12? 13? 14? 16? 17? 18? 21?

Adopt a child.
Buy cigarettes.
Vote in an election.
Serve on a jury.
Ride a moped (up to 50cc).
Leave school.
Drive a lorry or bus.
Drive a car.
Buy a pet.
Have full control over money.
Buy alcohol in a supermarket.
Get married without parents' agreement.
Buy beer in a restaurant.
Get married with parents' agreement.
Be sent to prison.
Apply for your own passport.
Be a candidate in an election.
Be tried in a court.
Go into a pub but not drink alcohol.

Should and Have to
► 42 14
Should describes 'a good idea' rather than a rule.
Have to expresses an obligation or rule.
*You **should** sell your car.*
*You **shouldn't** eat so much.*
*You **have to** have a licence.*

I think you should ask the police for advice.
I think you'd better fit window locks, and an alarm system.
I think it would be a good idea to ask your neighbours to watch the house.

– We went on holiday recently a... were very dissatisfied with the hotel. The tour company has refused to give us any money back.

– Someone keeps parking outside my house, blocking my gates so I can't get my car out.

– *I bought a food mixer in a sale but it didn't work. The shop said that it did not have a guarantee, and refused to change it.*

– *I asked a firm of plumbers to do some work in my house. They did a very bad job, so I refused to pay. Now they are threatening to take me to court.*

– *I own a village shop, which sells almost everything. Young children often steal sweets or comics but I don't know which children are to blame.*

– My neighbours are incredibly noisy. They keep me awake at night, and there is no peace during the day.

3 Read these comments from an advice page in a magazine. The comments refer to the people with problems in 2. What do you think happened? Add a comment saying what you think each person should have done, or should not have done.

You shouldn't have broken the car windows! You should have taken the car registration number.

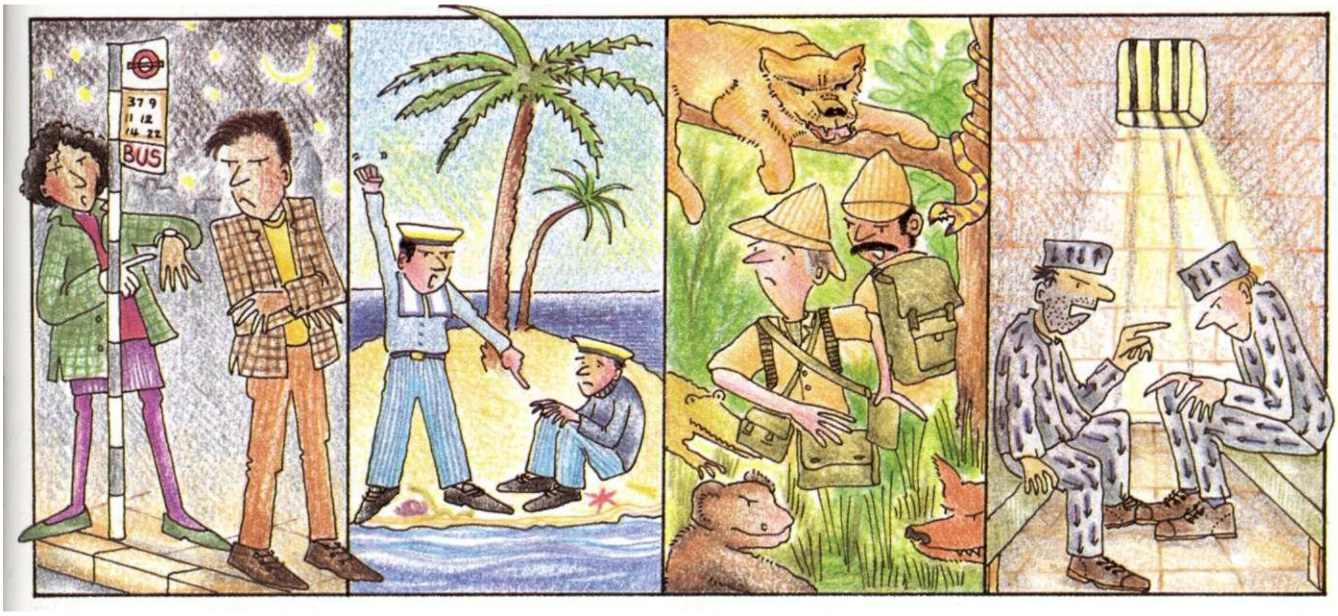
- Violence is not the answer to a parking problem! And you might have hurt someone.
- Withholding payment won't help. And paying people to threaten others in this way is illegal. Two wrongs don't make a right.
- You can't punish children yourself. Their parents could call the police. And what if you injured someone?
- Keeping your neighbours awake in this way is foolish. Never take the law into your own hands.
- It's a pity you didn't complain before. Leaving this kind of thing for six months means that it's more difficult to prove.
- As you have thrown away the receipt from the shop, you have no proof now. And trying to repair it yourself is not the answer.

What would each person in the pictures below say about what he or she *should have done,* or *should not have done?*

You ***should have*** *checked the time!*

Might have ▶ 23
This describes a past possibility.
That was dangerous, you ***might have*** *hurt someone.*

Should have ▶ 42
This criticises an action in the past which was wrong or not done.
You ***should have*** *gone.*
You ***shouldn't have*** *told him.*



Role play

4

Student A	Student B
You have been arrested for stealing a car. Explain to your lawyer that you were helping the owner to get it started (or so you thought) and that the whole situation is a misunderstanding. Explain exactly what happened.	You are a lawyer. Listen to the explanation, ask questions, and point out the mistakes your client made. Give your opinion about what he or she should have done. Give some advice.

6

READING AND LISTENING 2

Pre-reading

1 Before you read this text about shoplifting, make some predictions about these points.

a Why did Cheryl start shoplifting?
b How was she caught?
c What was her punishment?

Reading

2 Read the text and check whether your predictions in **1** are correct.

SHOPS SEEM TO PUT TEMPTATION IN THE WAY

'I began shoplifting when I was 13'

Says Cheryl, a student from Ipswich. 'I used to do it in my school lunch breaks because I didn't have any money. The more I got away with, the more I stole. I did it because it meant I had more things than I had before, and it gave me access to things I couldn't usually afford. It became a habit and I used to dislike paying for anything. Some shops seem to put temptation in the way, and I used to feel they deserved to lose stock. My shoplifting never worried me, until I got caught. That was really frightening – such a shock, because it just seemed like a game before. The store detective blocked the exit and took me to the manager's office. Then the police came. That was the worst bit, being marched through the shopping centre in the middle of town. It's the most embarrassing thing that's ever happened to me. The police gave me a big lecture and kept saying things like, 'Shoplifting is wrong, you shouldn't do it. What will your parents think? You'll grow up into an awful person.' I was a bag of nerves, really shaking and scared. My dad was really cool about it when he came down to witness my statement, but my mum was very disappointed. I had to return the goods – some bottles of perfume – and got a verbal caution. If it happens again, I'll get fined, but I haven't stolen since. It totally put me off and I'm so worried I couldn't shoplift anything now.'

Word search

3 Make lists of words and phrases from the text which describe:

a how Cheryl's father and mother behaved when she was caught.
b how Cheryl felt about the shops she stole from.
c how she felt when the police took her to the police station.
d how she felt in the police station.
e how she feels now.

Comprehension check

4 Underline parts of the text which mean the same as the sentences below.

a My shoplifting increased because I didn't get caught.
b I could buy things which were usually too expensive for me.
c Some shops made it really easy for people to steal.
d They made me give back all the things I had stolen.
e Being caught and warned made me too afraid to shoplift again.

Pre-listening

5 What should shop owners do to stop people shop lifting? Decide which of these measures would be most useful.

a security guard
two-way mirrors
chains and locks
special lighting
a plain-clothes detective
guard dogs
an electronic alarm
tape recorders
video cameras

Listening

6 Listen to a conversation between a shop owner, and a security expert. Tick any item from 5 which they mention.

Discussion

7 How should we punish young people who break the law?

WRITING

Guided writing

1 Decide what happened in the story by putting the four pictures in order.



2 Complete the story, using the notes and the pictures. The beginning and end of the story are written for you. Divide your text into three paragraphs.

This story is about something that happened to me a few years ago while I was studying to be a lawyer. A few days after I started the course …

have to go back home/collect bicycle. when get back/town where study/ find/leave/keys inside flat. flatmates go out for day/decide break in. go shop nearby/buy knife. start remove piece of glass from kitchen window. while do this/police arrive. one/neighbours/see me/call them. tell them name/they not believe me. not know/neighbours/only just move in. have to go/police station. when police find out/study law/ think very funny. have to stay/police station/two hours/then/let/go. since then/never break in house again/not even own.

I learned my lesson the first time!

3 These pictures show the same story *as the neighbour saw it*. Write the story, using the beginning and ending given under the pictures.



This morning I was cleaning the windows upstairs, when I noticed a very suspicious person outside the house opposite (*… give a description of what you did*) …

… The awful thing is that they've just phoned me and told me that the burglar was one of the students who live in the house! I'd never seen him before, but apparently he had lost his keys. I feel such a fool!

GRAMMAR PRACTICE

Word field: the law

1 Choose a suitable ending for each sentence from those given.

1 He accused	**a** them to three years.
2 The judge would not let	**b** her of stealing his documents.
3 The police prevented	**c** the law, he had to be punished.
4 She tried to stop	**d** them publish the story.
5 The judge made	**e** him and took him away.
6 As he had broken	**f** her from leaving the house.
7 The judge allowed	**g** her with blackmail.
8 The police charged	**h** him pay the money he owed.
9 The police arrested	**i** the police to search her house.
10 The judge sentenced	**j** him selling the secrets abroad.

Can, have to, must, should ▶ 3 14 25 42

2 For each sentence decide whether the speaker is talking about:
a rule, advice, criticism of a past action, certainty, impossibility, an obligation, not having an obligation
You should park behind the cinema. = advice

a You can't be serious about hitch-hiking to Paris!
b He should have turned off the electricity first.
c No, silly, you can't take more than two cards.
d You have to fill in this form.
e She must really enjoy water-skiing.
f He had to take his driving licence to the police station.
g You can only become a member if you're over 18.
h You should go by bike, it's much quicker and more fun!
i We didn't have to do any homework last week.
j She shouldn't have stopped in the middle of the road.



Obligation and permission

3 A policeman is talking to a driver after an accident. For each statement a to j below add a suitable comment **1** to **10** from p.53. made by the same person, so that they both together make sense.

a Do you think I could see your driving licence?
b You shouldn't have left your driving licence at home.
c There could easily have been a serious accident.
d There is a Stop sign there, and so *he* should have stopped.
e I don't think your car should have gone off the road.
f I should really ask you to take an alcohol test.
g I realise that as a Member of Parliament you have to leave now.
h Well, we have to ask these questions, you see.
i That's very kind of you to offer, but I have to refuse.
j No, you don't have to report to the police station.



3 (continued)

1 But *you* should slow down, in case other drivers don't stop.
2 But I do have to ask you these questions first.
3 You really should have paid attention.
4 You have to carry it with you whenever you drive.
5 We're not allowed to accept gifts from members of the public.
6 After all, we may have to charge you.
7 Even if you did have to brake suddenly.
8 After all, it could have been your fault, couldn't it.
9 We can send someone round to your office to see the licence.
10 And I think you'd better give me your name and address.

Tense contrasts 31 32 33

4 Read this news report of the events described in **3,** and put one of the verbs given into each space, in a suitable tense form.

accuse, ask, cause, disappear, do, drink, drive, fail, go, happen, have, hear, hit, know, make, mention, realise, return, sit, tell



It seems that Mr Giblet was travelling home after a party, when he lost control of the car and crashed into a tree. Nobody was injured. The police questioned Mr Giblet, and although he [1]______ more than the legal limit, the police officer (not) [2]______ him to take a breath-test. Another driver involved in the accident, who according to Mr Giblet [3]______ to stop at the junction, and [4]______ the accident, later [5]______ a complaint at a local police station. The driver, Janet Springer, [6]______ our reporter: 'He [7]______ on the wrong side of the road. I (not) [8]______ he [9]______ the tree until my little girl, who [10]______ in the back, [11]______ it to me at home. I [12]______ to the road junction, but Mr Giblet and his car [13]______ . And when I [14]______ to the police station, the police (not) [15]______ anything about the accident.' A spokesman for the Centre Democrat party told us: 'All MPs have to obey the law, and if Mr Giblet [16]______ anything wrong, he [17]______ the right to speak in court. In your newspaper you [18]______ him of breaking the law but you (not) [19]______ Mr Giblet's own story.' Well, Mr Giblet, now is your chance to tell us what [20]______ .

Time expressions

5 Put one of these time words or phrases with each number in the sentences.
Each word can be used more than once.

ago, already, at, for, in, just, now, on, since, soon, until, when, while

a It's true that I was involved in an accident two weeks [1], and [2] then a lot of stories have appeared in the newspapers.

b [3] I was working for him, several things happened which I think the public should [4] know about and [5] will know about.

c I've [6] said all that I intend to say about her [7] the court case [8] two days time.

d [9] the day of the accident, it was several months [10] I had seen Harry Giblet.

e I should tell you that [11] a month [12], Janet Springer was my personal assistant.

f I believe that Mr Giblet has [13] told you that I was his personal assistant [14] three years.

g [15] then, people have accused me of trying to hide what happened [16] the accident took place.

h [17] this moment I can't really say any more, but I think you have probably [18] realised that there was more involved than just a car crash.

i [19] the time, I told the truth, and [20] Tuesday in court I will repeat what I said.

6

STUDY FOCUS

Check your grammar

Must, should* and *have to.

1 Study the sentences, and answer the question after each one.

a We *mustn't leave yet.*
Can we go yet? Yes / No

b We *shouldn't have left the window unlocked.*
Did we do anything wrong? Yes / No

c We *don't have to turn off the electricity.*
Is it necessary to turn off the electricity? Yes / No

d We *should have phoned the police.*
Did we do anything wrong? Yes / No

e *Jane must be at home by now.*
Is this an instruction? Yes/No

Build your vocabulary

Parts of objects

1 Decide which words in list A could be parts of the things in list B. More than one answer may be possible.

strap = part of a handbag

A	handle	top	strap	lid	button
	side	label	buckle	clip	neck
B	jar	handbag	jacket	umbrella	
	watch	trousers	bottle	suitcase	

People or things?

2 Divide this list into *People* and *Things*. Write a sentence clearly showing the meaning of each word.

witness	statement	criminal	burglar	guarantee
violence	jury	debt	judge	court

Practise your pronunciation

Contractions

1 Practise saying each phrase, so that the word underlined is contracted (made shorter). Not all the contractions made here can be written as a contracted form.

You had better go.
= You'd better go.

You should have refused to pay.

It would be a good idea to leave.

You <u>have</u> lost your money, I am afraid.

You could have gone out another day.

You can not park a car on the pavement.

I had better phone her.

2 Listen and repeat.

3 Listen to these sentences and decide whether each speaker has finished speaking or not.
How can you tell?

Unit 7 Many a Slip

STARTING POINTS

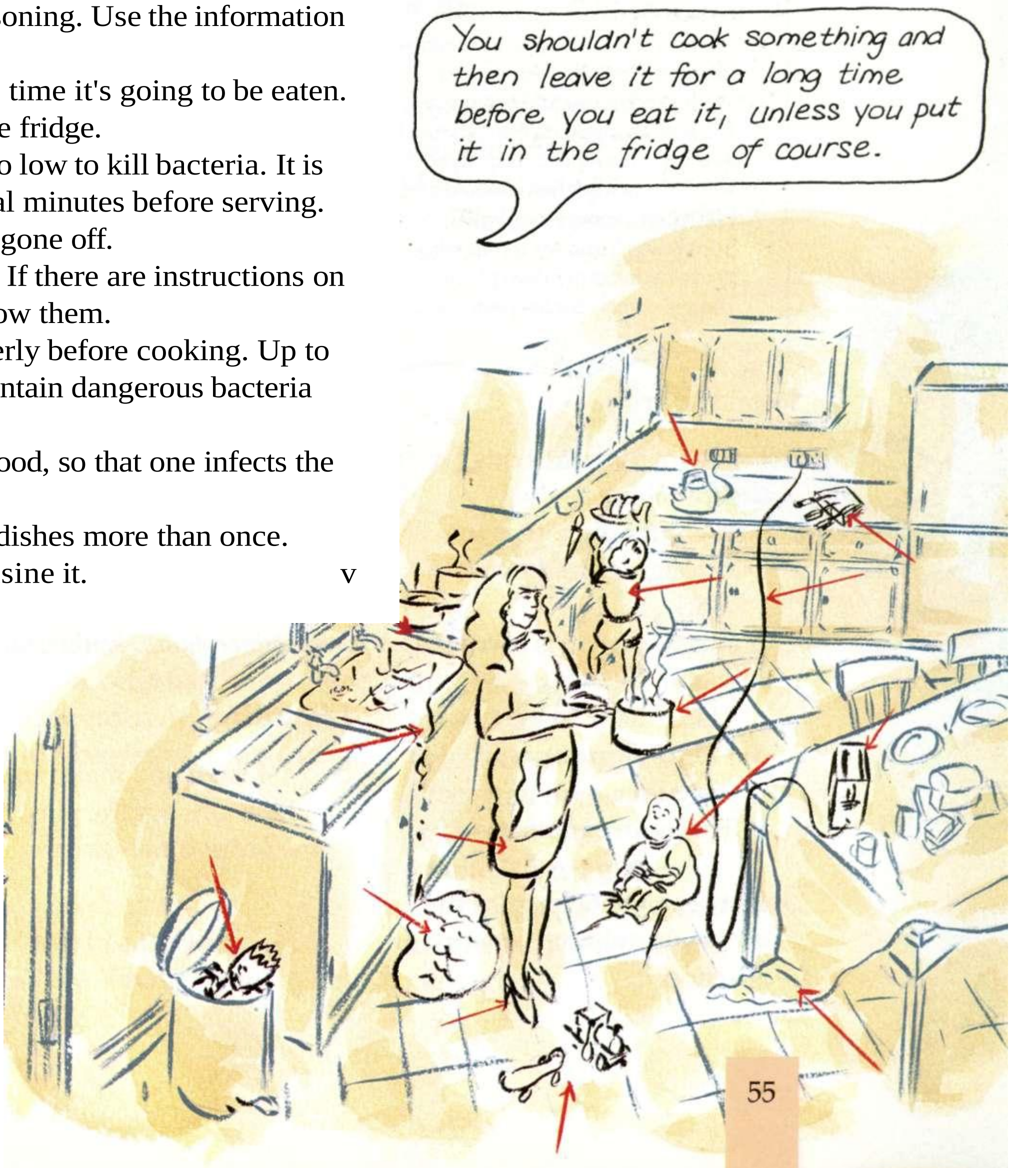
Problems in the kitchen

1 How safe and healthy is this kitchen? What is the woman in the picture doing wrong?



2 Look at this list of causes of food poisoning. Use the information to give advice in everyday language.

- Preparing food too far ahead of the time it's going to be eaten. It will start to go off if not put in the fridge.
- Reheating food at a temperature too low to kill bacteria. It is very important to cook it for several minutes before serving.
- Eating pre-cooked food which has gone off.
- Not cooking food for long enough. If there are instructions on the packet or wrapper, always follow them.
- Not thawing frozen chickens properly before cooking. Up to 80% of frozen birds are likely to contain dangerous bacteria (salmonella).
- Leaving raw food next to cooked food, so that one infects the other.
- Using leftovers, reheating cooked dishes more than once.
- Keeping food for too lone before usine it.



3 Write some labels to go with the top picture. Each label should consist of a clear instruction.

Keep pets out of the kitchen.

4 The kitchen can be a dangerous place for other reasons, especially for young children. What could be dangerous about the things arrowed in the picture?

READING AND LISTENING 1



Reading

1 In the following text, there are four different texts **a**-**d**. The sentences are mixed up. Separate the four texts and decide on the order of the sentences in each one. The opening sentences are given below to help you.

a A woman who was trying to kill a cockroach ended up instead with her husband in hospital suffering from severe burns, cracked ribs, and a broken leg.

b Officers in a London police station were dealing with a case of suspected poisoning recently.

c It's estimated that at least 10,000 children and their parents will be involved in the trauma of accidental poisonings this year.

d A policeman was writing a report in a police station when suddenly his chair blew up.

[1] Then the ambulance men, who were bent double laughing at the incident, dropped the stretcher, and caused the other injuries. [2] In nearly every case, a young child will need medical attention having swallowed household chemicals. [3] The wife stamped on the cockroach, threw it in the toilet and sprayed it with insecticide when it wouldn't die. [4] 'I didn't know what was happening,' said Mr James who broke his left arm in two places. [5] The policeman dealing with the case left a carton of milk, which was one of the pieces of evidence, on his desk. [6] 'I thought a bomb had exploded, there was oil all over the place and the seat of the chair had disappeared,' [7] We are the first company to introduce a whole range of products which are designed to reduce this alarming problem. [8] Yes, you're right – as they were drinking the tea, the sergeant on duty came in and asked them if they had seen the carton of poisoned milk. [9] The key to the success of this venture is a non-poisonous substance calle Bitrex, the most bitter substance known to man. [10] Later that day h husband threw a cigarette end into the toilet bowl while he was sitting o it, and the fumes from the insecticid exploded, seriously burning him. [11] Two other policemen came int his office and decided to have some tea. [12] If a child attempts to drink something containing Bitrex, he wil almost certainly spit it out. [13] PC James was thrown 3 ft across the room and crashed into some locker

Word search

2 Find words in the texts for the following:

a We put our clothes or belongings in them

b A sick person is carried on this.

c This is used to kill insects.

d This is a cardboard container.

e This ıs an explanation.

3 How can we help prevent accidents at home, at work or at school?

Pre-listening

4 Put the forms of travel in **a** and the jobs in b into the order *Most dangerous* to *Least dangerous*. For example, if you think air is the most dangerous form of travel, put it first, and explain why. If you think being a farmer is the least dangerous put that last.

a *bus, sea, air, car, bike, walking, motorbike, train*

b *miner, tailor, banker, farmer, police officer, soldier, dentist*

Listening

5 Listen and make notes about which ways of travelling and which jobs are the most dangerous. Was your list correct? Chanage the order if necessary.

LANGUAGE ACTIVITIES

- Describing consequences
- Describing accidents
- Possibility and certainty
- Conditional 3-unreal past

1 Look at the pictures and explain the situation John was in, one day when he was alone in the house. What do you think happened to him in the end? Explain what he should have done, and comment on what would have happened in each case.



2 Use the pictures and the excerpts below to explain what happened.

- They had to spend several days in hospital.
- The car driver tried to brake but the road was wet.
- They got wet because they didn't have the right clothes with them.
- The driver and one of the cyclists were injured.
- The bikes were overloaded.
- It started raining.
- They were riding in the middle of the road.
- The other cyclist went for help because it was an isolated spot.
- A car had to skid to avoid hitting them and crashed into a fence.
- The police accused the car driver of dangerous driving.
- There was heavy traffic on the main road so they turned off.
- They didn't have any lights.
- The car driver wasn't wearing a seat-belt.
- Nobody else saw what happened.
- There was no phone box nearby.

Comment on how the accident might have been avoided, beginning: *'If ...* What should those involved have done? What shouldn't they have done?

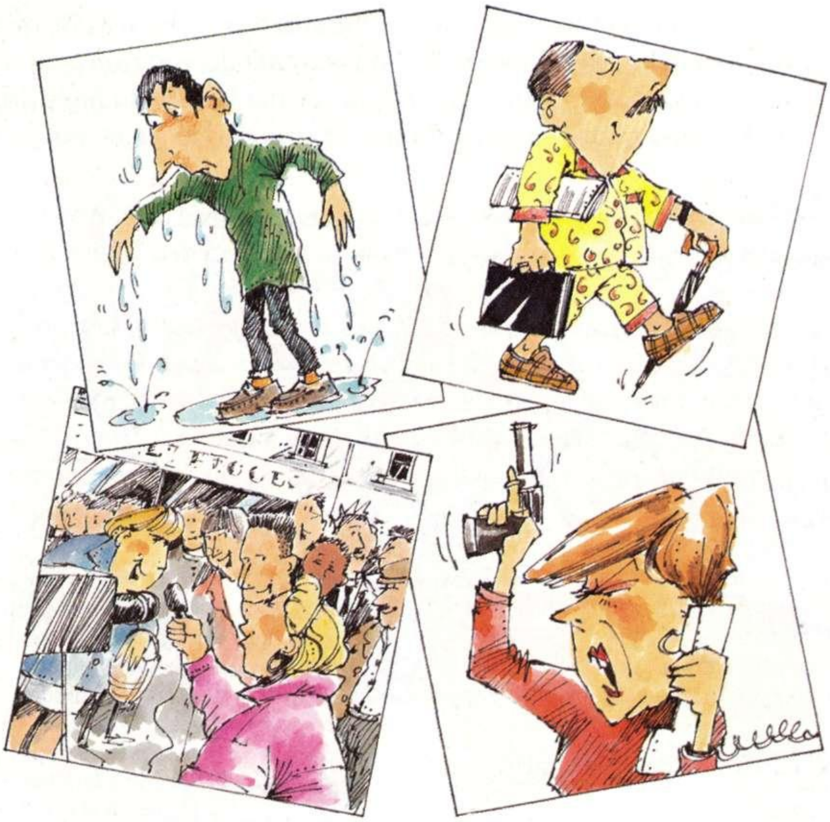
Conditional 3 (unreal past) ▶7
*If he **had turned** the cooker off he **wouldn't have burnt** the food.*





Conditional 3 (unreal past) ▶7
Negative sentences
*If they **had taken** the right clothes with them, they **wouldn't have got** wet.*
*They **might not have had** an accident if it **hadn't been** raining.*

3 Look at the cartoons below, and explain what you think ***must have happened, might have happened*** and ***can't have happened*** in each one.



Read the descriptions of strange situations below. Make guesses about what happened.

- Dave is sitting at the bottom of a ladder covered in paint and holding a cat. He is sneezing.
- Brian is sitting outside his house wearing only a pair of shorts and holding a broom. He can't get back into the house.
- Karen is in the kitchen. There is water all over the floor, the room is full of smoke, and she is talking on the phone and smiling happily.
- Steve is in a supermarket with broken eggs on the floor all round him. He is holding a dog's lead - but the dog has vanished!
- Sue is pointing to the door and screaming, and Tim is shaking his head and laughing.
- Peter's priceless Chinese vase is lying in pieces on the floor. The window is open. Peter is looking at the broken vase in amazement.
- Barry is at the airport. He has one leg in plaster, an arm in a sling, and a policeman is about to take him to the police station.
- Shirley is standing by the road, trying to hitch-hike. She is carrying a bicycle wheel and a bunch of flowers.
- Helen and Bruce are in a restaurant. Bruce is standing on the table looking terrified, and Helen is laughing.

Possibility and certainty

▶ 25 23 4

*Someone **must have** dropped water on him.*

You are making a logical guess and believe this is true.

*It **might have** been raining.*

You are not sure but think this is possible.

*It **can't have** been raining. Nothing else in the street is wet.*

You are making a logical guess and believe this is impossible.

Pair activity

4

Student A

Think about a strange accident, like the ones in 3. Write the details on a piece of paper, but do not explain what happened. Pass your piece of paper to a partner.

Student B

Try to explain what must have happened or can't have happened or might have happened in the situation described.

READING AND LISTENING 2

Pre-reading



1 How could you accidentally ruin electrical equipment such as a TV, video, toaster, iron? What might happen?

Reading

2 Read about Martin Stephenson's accidents and decide what caused them.

ACCIDENT PRONE

Then the video and the TV set went up in smoke, and light bulbs started popping in every room of the house. Later that year Martin suspected that it was in some way his fault when a new computer went crazy in the office where he worked. 'I must have blown its mind. It made whistling noises and printed nonsense. The lights kept going out, too, and I had a lot of bad headaches.' And that summer Martin accidentally boiled his tropical fish. 'I was just wiping the outside of the tank when I touched the thermostat. It was awful, the water was steaming. I was really upset.' Now two years later he has blown up about £5,000 worth of household equipment – 9 TVs, 15 toasters, three videos, 10 kettles and so many light bulbs that the electrical shop now refuses to sell him any. His wife and children have to keep reminding him not to touch anything electrical unless he is wearing rubber gloves. He has to wear them just to switch the lights on! 'But I just keep forgetting them,' grins Martin. 'We've just had to buy a new stereo because I accidentally touched the old one. The other day my electric drill burst into flames. Most electrical appliances are under guarantee, but I have ruined so many that a lot of shops have grown suspicious and I now have to go to different towns to buy replacements.' When Martin visits his bank, all the computer screens go blank. He's knocked out a pub juke-box, and can send people reeling with huge shocks.



Comprehension check

3 Are these statements about the text ***true or false?***

a Martin is sure that he damaged the office computer.

b Martin put hot water into the fish tank without meaning to.

c Martin is supposed to put on gloves before touching electrical equipment.

d Because the appliances are under guarantee the shops become suspicious.

e People are sometimes given electric shocks by Martin.

Word search

4 Find words or phrases in the text which could be replaced by the following. They are not in the same order as the text.

he was to blame unhappy caught fire
automatic heat control cleaning recently
telling him to remember knock people backwards bursting

Listening

5 1 Ξ I Listen to a doctor talking about Martin's problem. Tick the points which he mentions. Explain what he says about these points.

a comb	showers
a car door	flowers
10,000 volts	weather
photographers	leather
food allergies	plants
motion of trains	
emotional strain	

6 Have you ever broken anything, or been involved in an accident of some kind? Do you think that some people are 'accident prone'?

WRITING

Pre-writing

1 What would you expect to find in a description of a car accident?

Controlled practice

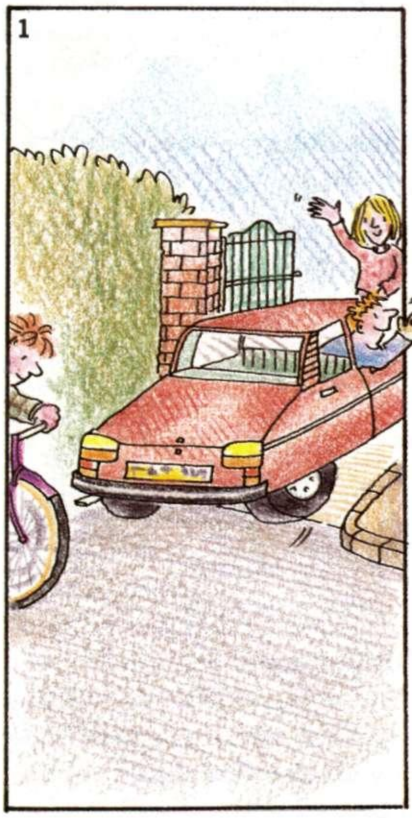
2 Put a verb from the list in a suitable form into each space. Use each verb only once.

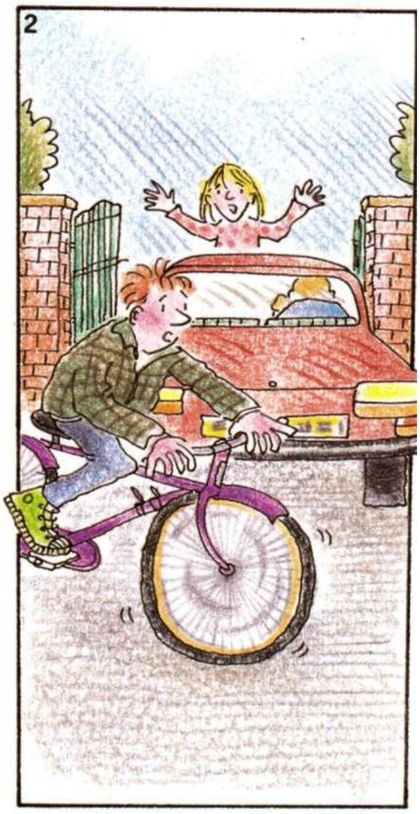
arrive, avoid, be, brake, come, drive, hit, leave, occur, reach, say, suffer, tell, travel, try

The accused [1]________at high speed along a narrow road, and when he [2]________a corner, could only [3]________a bus, which [4]________in the opposite direction, by swerving off the road. He [5]________a small tree but not [6]________any injuries. If the bus driver not [7]________, a serious accident could [8]________. By the time the police [9]________the accused [10]________the scene of the accident. When arrested, he [11]________in a statement to the police that he [12]________to arrive on time for an urgent business appointment, and [13]________them that if the bus [14]________on the correct side of the road, there not [15]________an accident.

Guided writing

3 Write your own description of an accident using the text in 2, as a model. Base your description on these pictures.





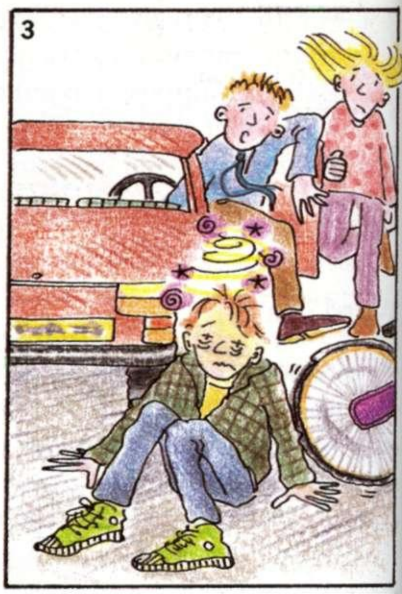
4 Complete this composition by following the instructions. In the second paragraph give your own opinion.

ACCIDENTS IN THE HOME – WHY THEY HAPPEN, AND HOW TO PREVENT THEM

There are many cases of accidents in the home. For example, if you have young children they might ________ or ________ (*mention windows, matches, etc*)

The living room can be a dangerous place because ________ (*mention the fireplace, TV, furniture*) ________ . If you have a garden you yourself could easily ________ (*mention cuts, ladders, etc*).

How can accidents be avoided? First of all, you should keep anything dangerous out of the reach of young children. Secondly ________ (*mention watch children; teach them about danger*) ________. Adults too should ________ ________.

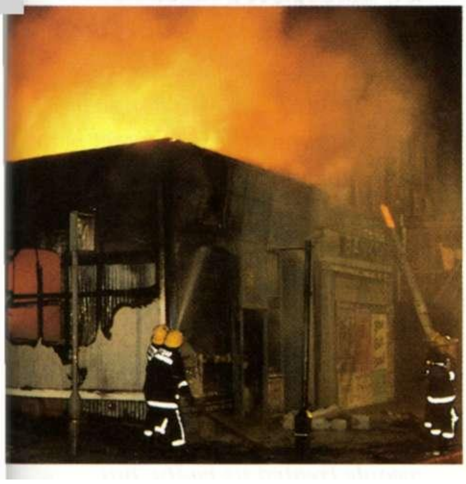


GRAMMAR PRACTICE

Conditional 3 and criticism of past actions ▶ 7 42

1 Study the photograph and news headline below. Make ten comments about what happened using the notes below.

If the exits had been clearly marked, people would have escaped more easily. They should have had illuminated signs.



MANY INJURED IN DISCO FIRE

- door too small
- no fire exit
- rubbish at end of room
- windows high up and barred
- no place for coats so coats put at back with rubbish, old chairs etc
- no fire extinguishers
- no 'NO SMOKING' signs
- no telephone
- old wooden chairs
- dangerous old wiring
- disco equipment overloading wiring
- candles used

Conditional 3 ▶ 7

2 These points are from a report written by the fire service, suggesting what the organisers should have done. Make eight more comments.

If they had limited the number of people at the disco, there would have been less chance of panic.

limit the number of people	+ less chance of panic
check fire exits regularly	+ avoid unnecessary accidents
clean the premises properly	+ more difficult to start fire
place staff on duty at exits	+ people not so confused
provide extinguishers	+ small fires put out easily
teach staff the fire drill	+ they can deal with emergency
fire exits to be clearly marked	+ escaping not taking so long
use a qualified electrician	+ it reduces the danger of fire
phone immediately for help	+ emergency services arrive in time

Conditional 2 and 3 ▶ 7

3 Complete these statements by choosing the best ending from those given.

a, 4.

a If people had stayed by the door	**1** we might have saved the building.
b If we had a fire extinguisher	2 they wouldn't have been injured.
c If the fire brigade had arrived	3 they would escape more easily.
d If we had known where the exit was	4 they would have escaped easily.
e If they had checked the exits	5 we could phone for help.
f If people didn't panic	6 we could put out the fire.
g If we had a phone	7 they would have seen the problem.
h If I hadn't invited my friends	8 we would have been able to escape.

Multi-word/Phrasal verbs ▶ 34

4 Replace the underlined part of each sentence with the correct form of one of the verbs below.

break down, clear up, deal with, do without, go out, look after, pass out, pull down, run out of, send for.

a One of the people living opposite called the fire brigade.
b The dancing area had not been properly tidied after a party.
c When thick smoke filled the room, many people fainted.
d The fire was so large that the fire brigade used all their water.
e Luckily it began to rain and the fire soon stopped.
f The building was so badly damaged that it had to be demolished.
g People living nearby took care of the injured.
h The local ambulance service could not manage to help everyone.
i Several of their ambulances had mechanical problems.
j It all proves that we cannot manage unless we have good emergency services.

Conditional 3 ▶ 7

5 Complete each sentence **a** to **h** with one of the endings **1** to **8**. Then write each sentence, beginning: 'If ...

a *5*
If I had been wearing my seat belt, I wouldn't have hurt my head.

a I hurt my head when I crashed the car ...
b I got an electric shock when I replaced the wall-socket...
c I broke my leg when I slipped on the ice outside my house ...
d I dropped the expensive set of glasses I had just bought...
e My boat sank in a storm and I had to swim back to the shore ...
f I lost my wallet, with all my money and credit cards in it...
g I ruined the dinner I was cooking for some important guests ...
h The dog escaped from the garden and bit the postman ...

1 ... because I was late and I started running to catch the bus.
2 ... because I was trying to carry a lot of other parcels as well.
3 ... because I put it in my back trouser pocket.
4 ... because I left the gate open when I came home the night before.
5 ... because I didn't think it was worth wearing my seat-belt.
6 ... because I didn't listen to the weather forecast before I left.
7 ... because I was chatting too much and I didn't notice the time.
8 ... because I forgot to turn the electricity off.

Possibility, certainty and obligation
▶ 23 25 3 42 14

6 Complete each space in the text with ***may/might/could, must, can, should, have to,*** with ***not,*** or in past form (+ ***have)*** where necessary.

If you wish you were taller or better looking, this [1]_____ be because you are basically insecure. You [2]_____try to believe more in yourself. After all, you [3]_____really change your own appearance very much. And anyone who wishes for a more exciting life, [4]_____led a very dull one so far! You [5]_____change in order to enjoy life; the secret is to make the most out of what you have got at the moment. And if you think that possessions are the key to happiness, then you [6]_____thought seriously about what happiness really means. Of course we [7]_____ all think of occasions when other people treated us badly, but perhaps we [8]_____acted differently. If you want to change others all the time, this [9]_____be because you would like them to do exactly what you want, and only this! Finally, don't worry so much about how others see you. Just be yourself as much as you [10]

STUDY FOCUS

Check your grammar

Conditional 3   *Must have*   *can't have*

1 For each sentence, choose the best of the meanings given.

A ***If I had known it was going to rain, I'd have stayed at home.***
a I knew it was going to rain, but I went out.
b I didn't know it was going to rain, and I went out.
c I didn't know it was going to rain, but I didn't go out.
d I knew it was going to rain, so I didn't go out.

B ***She must have worked hard to get such a good job.***
a If she works hard, then she'll get a good job.
b She has a good job, so perhaps she works hard,
c If she gets a good job, she'll have to work hard,
d She got a good job, so I think she worked hard.

C ***Peter can't have left early.***
a Peter mustn't leave early.
b Peter didn't leave early, I'm certain.
c Peter was not allowed to leave early.
d Peter didn't have to leave early.

Build your vocabulary

Word field: accidents and problems

1 Divide the list into two groups with the headings ***Road accidents*** and ***Accidents and problems in the home.*** For each word or phrase, write a sentence which makes the meaning clear.

go off   skid   slip   cut   brake
crash into   high speed   drop   catch fire   swerve

Word field: electricity

2 Use a dictionary to check that you understand each of these words. For each word, write a sentence, or draw a simple picture, which makes the meaning clear.

battery   socket   lead   bulb   wiring
shock   thermostat   appliance   switch   plug

3 Make a list of electrical appliances.

Practise your pronunciation

Words ending in *-er*

1 a How would you pronounce the words in this list? Where is the main stress in each word?

corner   locker
danger   cooker
bitter   stretcher
proper   wrapper
laughter   suffer

b **EÜD** Listen and repeat.

2 a The words in this list have the same sound underlined. What sound is this? Mark which syllable is stressed in each word,

autumn   isolated
ahead   avoid
saucepan   bottom
chemical   burglary
poison   ambulance

b ["] Listen and repeat.

7

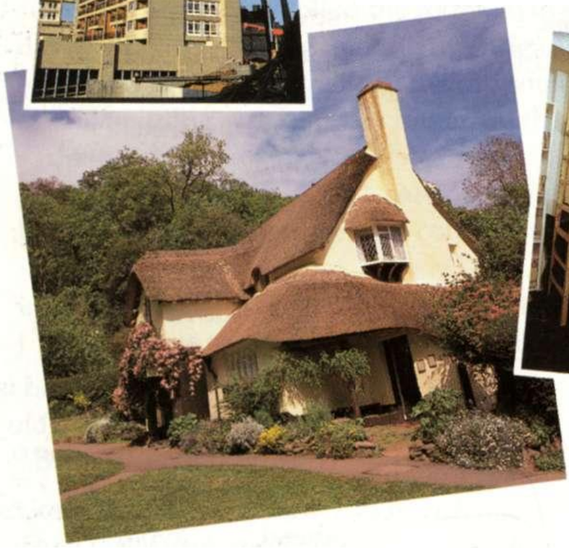
Unit 8 Town and Around

STARTING POINTS

Houses and facilities

1 Explain which home shown is best for the people listed below.











An old couple.
A couple with two young children.

A family of six.
A musician who practises at home.

Two students.
A writer who finds it hard to sleep.

2 Which of the facilities in the list do you use often? Which ones do you think are important?
Are there any other facilities not mentioned which you would like to have in your neighbourhood?

READING AND LISTENING 1

Pre-reading

1 What comments would you expect Londoners to make about their city in a text with the title 'Love It, Loathe It'? Make a list of your points.

Reading

2 Which points that you made in **1**, are in these interviews?



Peter Wilson:
'The most difficult part of living in London is the appalling transport facilities, everything from roads to underground, and we don't seem to be doing anything about it. The problem is at the top; they spend millions doing up the stations and nothing on the services. I think it is dirty because the British are dirty. They drop things. In this country there is a culture of the countryside; as soon as you have made your pile you move out of town. I think one reason London is such a poor place is that not enough rich people live here. They all live outside.'

Shirley Wilson:
'I don't think it's very safe, but I should not want to live anywhere else. I am very wary when using transport but the dangers are part of city life. I like everything in London, the theatres and the cinemas, but the people are less friendly than elsewhere.'

Jad Adams:
'The bad things like crime and high house prices are exaggerated. People have always felt life was worse in the cities but if they hated it that much they would live in Milton Keynes.'

Sallika Wijesinghe:
'I don't go out after six at night. When I first came to England about 20 years ago you could walk the streets at two am without fear, but I have been mugged and abused and will not go out alone. It is an amusing and entertaining place, but there is too much liberty, no discipline. I think it is a very difficult city to manage. The underground is alright but the bus services are awful. You wait for hours and then 16 come together, all empty. The roads are full of pot-holes, you are always falling into pot-holes. What is needed is stricter administration.'

Comprehension check

3 Tick which points each speaker mentions. Explain what they said about each point.

	Entertainment	*Safety*	*Transport*	*Money*	*Litter*	*People*
Peter						
Shirley						
Jad						
Sallika						

Word search

4 Find phrases in the text which mean the same as the phrases below. They are not in the same order in the text,

made to seem bigger   attacked and insulted
I look out for danger   become rich
better local government   improving

Listening

5 | " | Listen to five more people giving their views of London. For each one, note what topic they are commenting on. Decide whether their comments are mainly positive (+) or negative (-). Explain what they say.

a Sheila   **d** Rana
b Larry   e Fiona
c June

6 What is your own town or city like? Describe it using the topics in **3**.

LANGUAGE ACTIVITIES

- Repairing a building
- Opinions of town planning

1 What kinds of places do young people go to in your area?

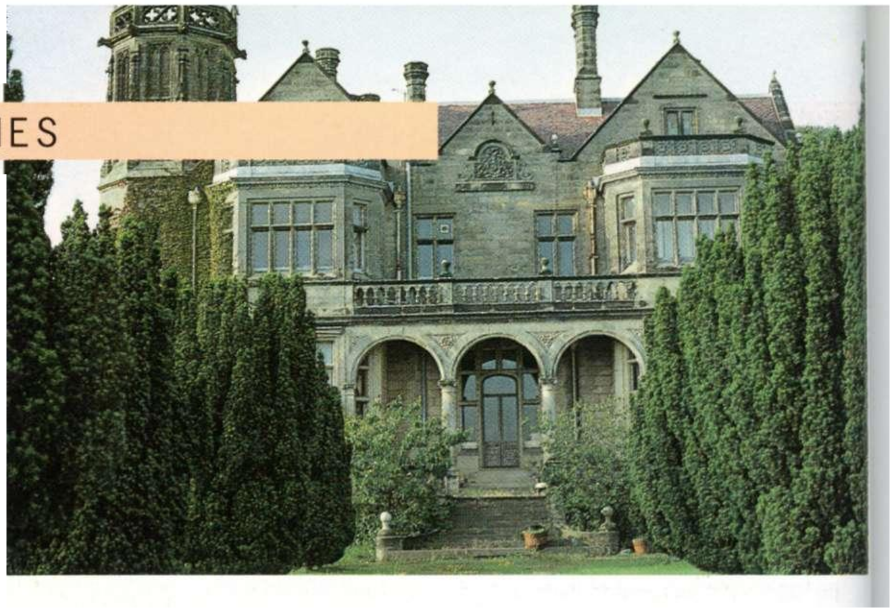
This building has been given to your community. It is going to be used as a youth centre. Continue these lists of possible uses for the building, and what facilities will be needed inside.

Possible uses:
dances indoor sport

Facilities:
hall with stage chairs

Need doing ▶ 26
The walls are filthy.
They all **need** paint**ing**.

Hardly ▶ 13
The windows are filthy. You can **hardly** see out of them.



The notes below describe what is wrong with the building. Will it be suitable for the uses in your list? Read the notes and describe what needs doing before it can be used, and why.

Most rooms very small, not enough light in them (small windows), but some rooms have a large fireplace. Next to railway, but noise not really noticeable. Some floorboards are missing or rotten, windows are broken, and some ceilings have fallen down. Water comes in through the roof. Large garden but very overgrown, and full of old junk. Faulty electric wiring, dripping pipes. Only one toilet. Inside doors tend to stick. Difficult to open some of them. Some stairs are dangerous. There are no carpets, of course! Most walls have wallpaper but it's all filthy, and there are too many dark colours. The whole place is in a generally dirty condition.

2 Which jobs mentioned in 1 can be done by the members of the youth centre? Which jobs need professional help from the people shown here?

It would be cheaper to do the painting ourselves.

I think it would be better to have the painting done by a decorator.



Causative have ▶ 5
(Have something done)
We're going to **have** the roof repair**ed**.
We **had** our house decorat**ed** last year.

Discussion

3 What is your opinion of ***Do-It-Yourself*** activities?

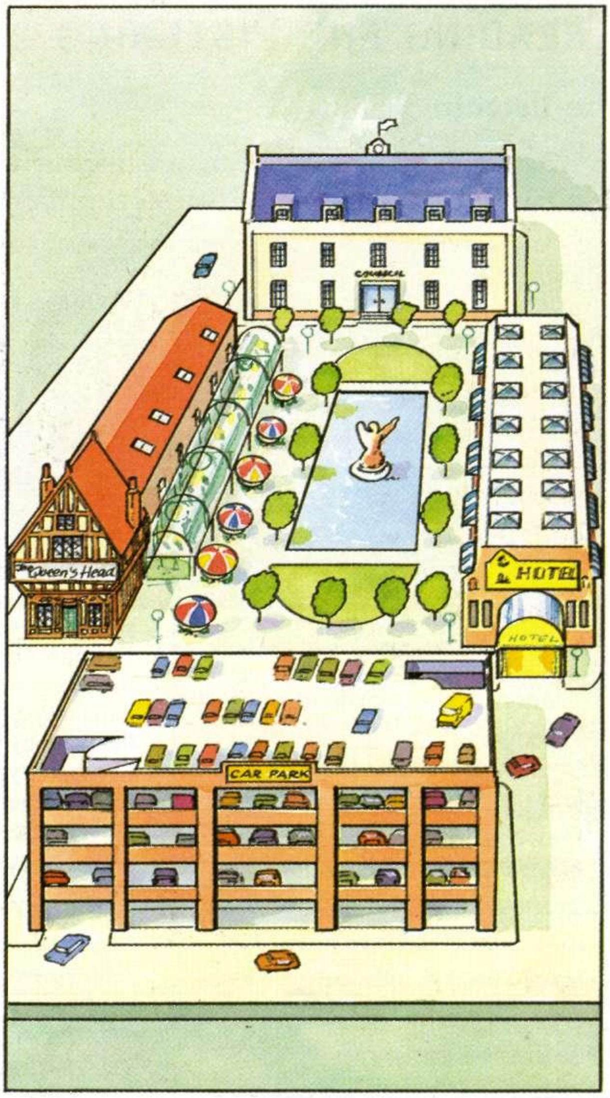
4 The local council plans to redevelop the centre of the town you live in. Read the news items below. What do you think of their plans? Which changes do you disagree with?

COUNCIL PLANS FOR TOWN CENTRE

... The area of old houses between Queen Street and Station Road will be demolished completely. A shopping centre with pedestrian precinct will be built on the Queen Street side, with a multi-storey car park at the corner of Queen Street on the site of the old Queen's Head Inn. Behind the shopping centre will be a new Public Library, a cinema and theatre complex, a hotel, a new bus station and new office buildings for the council.

DON'T RUIN OUR TOWN PLEAD COUNCIL CRITICS

...The demolition of the Lanes (the area between Queen Street and Station road) will mean the loss of the true character of our town. The Lanes area contains old pubs, second-hand bookshops, antique shops, and several music clubs. The buildings are old and rents are low, and many students and young people live here. Do we really need another concrete jungle of shops with high rents? The planned car park and bus station are going to bring even more unwanted traffic into the centre. At night, the town centre will be deserted, and dead. There is no point in building a hotel, because nobody will what to come here!



5 The picture above shows the results of the redevelopment. Not all the plan has been carried out. What do you think about the new centre? What should have been done?

'I wish they hadn't knocked down the old cinema. It was a lovely building.'
'It was falling to pieces. I think they did the right thing.'
'They should have rebuilt it instead of knocking it down .

Wishes for the past ▶ 49
I **wish** they **had built** a new cinema.

Instead of
They should have built a cinema ***instead of*** *(building) a hotel.*

Role play

6

Student A	Student B
You agree with the way that the centre has been developed. You think it is a great improvement.	You are strongly against what has happened. People were not consulted, and the good parts of the plan have been left out.

READING AND LISTENING 2

Pre-listening

1 What kinds of traffic problems are there in your town? Do you think that there are any ways of solving these problems?

Listening

2 Listen to two people talking about traffic problems. Which of these points are mentioned? Make a note of any other points.

- ban heavy lorries
- close the centre
- build car parks
- build new roads
- make smaller cars
- encourage people to use bicycles

Reading

3 Which problems you discussed in **1** and **2** are mentioned in the following text? What are the suggested solutions?

TRAFFIC TRAFFIC TRAFFIC

Given the average West German's abiding love affair with the car, the country is busily working on ways to ease the traffic problem by improving automobile-related technology. As part of a project named Prometheus, which is financed by the European Community, Daimler-Benz and twelve other European auto makers are exploring designs that would help traffic flow. The idea, explains Daimler's Jurgen Hogen, is to install computer electronics in cars to make them 'intelligent'. A braking vehicle, for example, would send a signal that automatically applied the brak in autos behind it. One third of urban traffic, Hogen adds, is made up of drivers looking for address or a parking place. So Daimler researchers are exploring a system that would allow the driver to enter a destination in the vehicle's computer, which would then direct the car to the nearest empty parking space, possibly automatically reserving a spot until arrival. Daimler has also developed a prototype 'citymobile' that features slidir doors for quick access and has only two seats, since cars on ci streets carry an average of 1.2 people. With four-wheel steerii to aid getting into tight spots, t vehicle needs half the parking space used by today's cars.

Comprehension check

4 Are these statements about the text true or false?

a Prometheus is a plan which involves putting computers in cars.
b The new car stops automatically at traffic lights.
c Most drivers in cities have no idea where they are going.
d The computer could book a parking place for the car.
e The 'citymobile' travels at extremely high speed.
f Parking the 'citymobile' costs only half the present price.

Word search

5 Replace each underlined word or phrase in the text with one the following:

where he or she wants to go	so you can get in quickly
give instructions for sending	help them park in small spaces
cars on the road in the city	improve the traffic situation
a car that is stopping	cars move around more easily

Discussion

6 Do you think that people will live in cities in the future? Will be crowded and difficult to live in? Or will technology find answers to the problems of cars and traffic in cities?



WRITING

Pre-writing

1 What words and phrases would you expect to find in a description of a house, and its surrounding neighbourhood?





Controlled practice

2 Complete this text by putting each word or phrase given into the most suitable space.

public library	nearby	area	suburb
dining room	upstairs	traffic	at one end
at the front	railway station	centre	trees and bushes
since I was five	at the side	take	main shopping street
detached house	along the side	bus	ten minute walk

I live in a [1]______ in a [2]______ of London. The house has a garden [3]______ and at the back, and there are [4]______ [5]______ of the road. I've lived there [6]______, and used to go to school [7]______. The house has three bedrooms and a bathroom [8]______, and a kitchen, living room and [9]______ downstairs. There is also a garage [10]______ of the house. The [11]______ is quiet, and there is not much [12]______. There are some small shops [13]______ of the road, and a [14]______ stops there. At the other end of the road is a school, and a church. The [15]______ is about [16]______ away. In this area there is a cinema, and a pub, and also a [17]______. There is a [18]______ and trains [19]______ about half an hour to reach the [20]______ of London.

Guided writing

3 Use ideas you discussed in **1** (and phrases from **2** where necessary) to complete this part of a letter to a friend.

... so I thought I would describe the place where I live, the house and the area, so you will know what to expect when you come here. Well, I live ______________________ *(describe your own house and area)* ______________________

____

I like living there a lot, and I hope that you'll like it too.

4 Use the notes below to write a letter of complaint to a newspaper about the condition of the area where you live. Before you begin writing, discuss the contents of your letter.

- say why you are writing the letter – describe the problems (lack of facilities, bad roads, bad transport, no sports facilities, noise, litter, etc) Give some description.
- Say what has/has not been done, was/was not done, should have been done etc.
- Say what you think should be done to solve the problems, and what would happen if this was done, or not done.

8

GRAMMAR PRACTICE

Wishes for the past ▶ 49

1 Rewrite each statement so that it includes a wish for the pa

I'm sorry I asked you to do it.

I wish I hadn't asked you to do it.

a I've never visited this town before.

b It's a pity I left the guide-book at home.

c Why didn't you remind me to bring it?

d I should have read about this place before we left home.

e What a shame that we didn't stay here last year.

f Unfortunately you persuaded me to go to Blackpool.

g I should really have asked the travel agent about it.

Conditionals and wishes for past and present ▶ 7 49

2 Choose suitable endings for each sentence from the endings given. More than one answer may be possible.

a, 9

a If I'd known the city was so bad	**1** I still lived in the country.
b Sometimes I even wish that	**2** the place was cleaner.
c If there were more litter bins	**3** I would have realised.
d If there was less traffic	**4** things wouldn't be so bad.
e And I really wish that	**5** life wouldn't be so exciting!
f If people smiled more	**6** it wouldn't be so noisy.
g When people annoy me I wish	**7** people might use them.
h If I'd thought about it before	**8** people didn't write on walls.
i But I really wish	**9** I wouldn't have come.
j If I didn't live here though	**10** I had more patience!

Wishes for the past and present ▶ 49

3 Comment on each situation beginning ***I wish*** ... using wishes about either past or present situations. Do not simply repeat the situation.

Your house has a leaking roof, but you can't afford to repair it.

I wish I *had the money to repair the roof.*

a You have just moved to a new town. You don't like it.

b There isn't anything to do in the evening in this town.

c You rented an expensive house and now you regret it.

d Your house is a long way from the bus-stop.

e You had a chance to buy a cheap car, but didn't take it.

f There are a lot of tourists in town, and this annoys you.

g The local council has just knocked down the old town centre.

Text completion - *would, have* or *had*

4 Put *would, have,* or *had* in each space in the text.

I [1]_______been living in this town for years before I noticed how crowded it [2]_______become. I [3]_______[4]_______realised before if I [5]_______not been living in a suburb. I [6]_______never lived in the centre. If I [7]_______lived there, I think I [8]_____ [9]_______found a lot more problems. For example, I [10]_____not [11]__ had anywhere to park my car. But still, I wish I [12]_______lived in the old part of town because now they [13]_______knocked it down. I suppose I [14] _ better stay where I am now. It [15]_____________[16]_been nice, though.

Need doing ▶ 26

5 Comment on each situation, using a *need doing* expression.

*The whole house **needs** redecorating.*

a The flowers in the garden are dying because no-one has watered them.
b The garden path is covered in leaves. Go and get a broom.
c The grass is very long too.
d And the garden gate is broken.
e The car is filthy too. Go and get some water.
f The dustbin is full, and hasn't been emptied for ages.
g The house is so dirty that I can't see out of the windows.
h And the carpets are full of dust.



Causative *have* (*have something done*) ▶ 5

6 Look at the pictures of Kevin Slob, and how he became Glen Glitter the film actor. Describe what he has had done, using the verbs given.

*He's **had** his hair restyled.*



a hair - restyle **b** hair-cut **c** hair-dye
d nose - reshape **e** ears-alter **f** teeth - straighten
g teeth - clean **h** tattoos - remove

7 Glen Glitter lives in a luxury mansion. Change each sentence about his house so that it includes a causative *have,* in the correct tense. Begin each sentence *He ...*

*He **has had** central heating installed.*

a A decorator painted the bedroom black and gold.
b Some contractors are going to build a heart-shaped pool.
c A gardener takes care of the plants inside the house.
d The electrician has put in air conditioning in the bathroom.
e A building firm has installed a glass lift.
f Gardeners planted a hundred orange trees in the front garden.
g Servants bring champagne to his bedroom every morning.

Hardly ▶ 13

8 Rewrite each sentence so that it contains *hardly.*

*This box is really heavy, I can **hardly** lift it.*

a It's very difficult for me to see anything in here,
b The ladder was very heavy and I nearly couldn't lift it.
c We don't really have enough money to live on at the moment.
d Surely you don't expect me to climb up on the roof!
e It's difficult to believe that they built this house themselves,
f That shelf is almost too high for me to reach.
g Speak up, it's difficult for me to hear you.
h The carpet we bought doesn't really cover half the floor.

STUDY FOCUS

Check your grammar

Wishes, *if only*

1 Do each pair of sentences have the same meaning?

a I wish you lived next door to me.
You didn't live next door to me, and I wanted you to.

b I wish I had gone on holiday with you.
I didn't go on holiday with you, and I regret it.

c I wish you wouldn't make so much noise.
You make a lot of noise, and it's a bad habit.

d I wish I could come with you.
I can't come with you, and I don't want to.

2 Explain the difference between each pair of sentences.

a If only I had another £35 I could buy that coat!
If I had £351 could buy that coat.

b I wish he wouldn't stare at me like that.
I wish he hadn't stared at me like that.

c If only I knew how to open the safe!
I wish I had known how to open the safe.

Build your vocabulary

Opposites

1 Find pairs of words in the list that can be used as opposites. Use each pair in sentences which make the meaning clear.

ban/allow
*Traffic has been **banned** from the city centre.*
*Traffic is **allowed** in the city centre.*

build allow plant break worsen
ban improve repair demolish cut down

Collocations

2 Find nouns from group A which can be used with a verb from group **B.** Write a sentence which makes the meaning clear. More than one pair may be possible.

central heating/install
*We had new **central heating installed** in our house.*

A central heating problem painting road book
air conditioning environment changes building holida)

B install fit plan solve restore
publish protect ruin knock down widen

Practise your pronunciation

Words ending in *-age*, 'o' as /ʌ/

1 a How would you pronounce these groups of words? Mark which syllable has the main stress in each word.

shortage luggage cabbage
sausage village company
London other lovely
wonderful

b Listen and repeat.

Sentence stress

2 a How would you say each sentence? Mark the syllables which have the most stress.

1 I wish I hadn't gone there.
2 I think they're going to widen it.
3 Can I ask you something?
4 Could you lend me one?
5 I think you should talk to her about it.

b Listen and repeat.

Unit 9 A Sporting Chance

STARTING POINTS

Sport and leisure

1 Choose one of the sports and activities shown. Answer these questions about it.







What does it involve? Where can you do it? What is good about it? Do you need any special equipment? Are there any problems involved?
Find out what others do in their spare time.

2 Describe one of the activities in the list below without mentioning its name, and so that it cannot easily be recognised. Ask others to guess which activity you are describing.

skiing	basketball	weight-training	cookery
aerobics	wind-surfing	photography	hang-gliding

3 Persuade someone either to take up a new sport or activity, or give up an old activity.

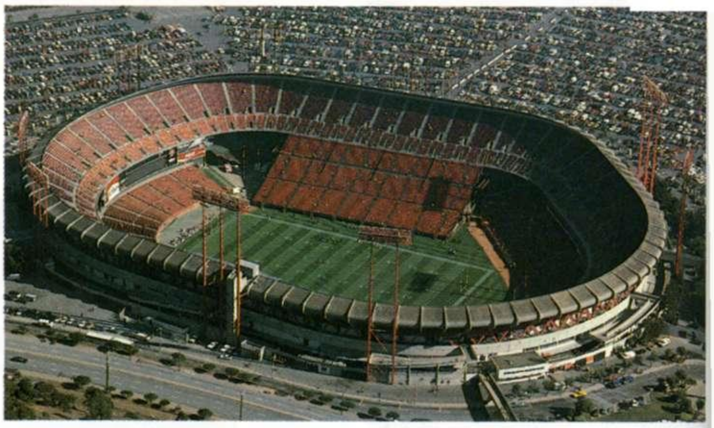
Discussion

4 How important is it to take exercise, or take part in outdoor activities of some kind? Is there a sport or activity suitable for everyone?

9

LANGUAGE ACTIVITIES

- Planning for a sporting event
- What was supposed to happen
- History of a sports club





1 Have any major sporting events, such as the Olympic Games or the World Cup, been held in your country? What benefits might this bring to the host nation? Could there be any problems?

You are a member of a planning committee for a major sporting event. Your notes below show what will have to be done before the event is held. Which points are the most important? Which ones will have to be done first? What might happen if some of these things are not done in time?

construction of new hotels
consultations with police
planning of opening ceremony
choice of emblem or mascot
training of guides and translators
negotiation of large loans
improvement of local stadiums
preparation of the programme

Passive voice – *have to* and *should* ▶ 30 14 42

*A lot of new buildings will **have to** be constructed.*
*The public transport system **should** be improved.*

Passive voice – *mean, suppose, expect* ▶ 30

*He was **supposed to be** here at six, but he didn't arrive.*
*She was **meant** to phone us.*
*He was **expected** to win.*

2 What kind of sporting event is being described in each of these three reports? What was supposed to happen, and what actually happened? Make comments using the passive voice.

*'Highland Fling' **was expected** to win easily, but it didn't run well and came fifth. Afterwards it **was tested** and it **had been doped.***

- Norris didn't appear for this afternoon's men's singles final, and it turned out that his coach had given him the wrong instructions. He thought the match was at 4.00, not at 2.00.

- As they completed the fourth lap, Mary Parsons, the favourite to win this event, seemed to lose her balance and fell as her great rival Linda Jenkins overtook her. Although Mary managed to get up and finish the race, she was obviously in considerable pain and came in last.

- New signing, Henderson, had a miserable game, and City fans who had come to see the 20 year old Scot add to his ten goals were sadly disappointed. Henderson limped off after only ten minutes but will probably be fit for Wednesday's Cup match. City finally lost 3-2, despite leading by two goals at half-time.

***Despite* and *although* ▶ 9 1**

***Although** it was raining, the match went ahead.*
*The match went ahead **despite** the rain.*

3 Write a brief news item like those in **2** for each headline below.

DRUG SCANDAL –
TWO SPRINTERS DISQUALIFIED

FOOTBALL STAR JAILED
FOR DRUNKEN DRIVING

TENNIS CHAMPION DEMANDS
£500,000 FOR TV MATCH

TOP GAME ABANDONED AFTER
TEAMS ATTACK REFEREE

MORE COUNTRIES WITHDRAW FROM
GAMES AFTER WAR ROW

Do sportsmen and women always act in a 'sporting' spirit? What could be done to improve behaviour in sport?

They're not supposed to take drugs but they do.

They're meant to be a good example to young people, but they're not.

4 These notes show the history of a sports club. Use them to make a report, with more focus on what was done (passive voice).

Early history –
Formed 1985 – Reasons: many young people move to area, after opening of new factory – club needed so people could meet somewhere.
How –
Someone puts up notice in pub – they hold meeting – they decide to contact everyone in village first – ask them if they want to join.
Results –
People interested from start – company gives field and changing room. People collect money – buy sports equipment – organise teams. People start visiting club for social reasons.
Present –
club has over 150 members – people come from towns, villages nearby – film about club shown on TV.
Future –
Next year facilities to be improved – more equipment bought – if money given by local government or companies – hope to involve more local people.

Role play

5

Student A	**Student B**
You believe that sport is a good influence on young people. You think that more money should be given to help the club develop for these reasons.	You feel that sport already receives too much money, and that money should be given to provide more cultural interests in your area (for a cinema, club, a library etc).

READING AND LISTENING 2

Pre-reading

1 What are the advantages and disadvantages of riding a bicycle?

Reading

2 Read the text and decide what John Grimshaw's company does.



RECYCLING THE TRACKS

In 1974 John Grimshaw was a successful civil engineer who happened to cycle to work. Two years later he had given up his comfortable job to wage full-time war on the transport policies of government and local authorities. 'As a consulting engineer, I had become fed up with being involved in road schemes that I felt were pointless and damaging in the long term,' he says. 'Cyclists in Britain get a very raw deal; compared to other European countries we are so far behind we're out of sight.' The first step in John's fight was to form a pressure group, Cyclebag, to persuade councils in Avon to provide better facilities for cyclists. Dismayed at the lack of response, Cyclebag formed itself into a company, leased a five-mile stretch of the old Midland railway line between Bristol and Bath, and built its own path. This proved so popular with the public that the local council agreed to co-operate on the rest of the 15 miles. 'A quarter of a million people used that route in its first year,' says John. 'Now it's up to about a million.'
Such success convinced John that a much wider network of disused lines was ripe for conversion. He left his job and took an office in a converted Bristol warehouse. Since 1979 his company Sustrans – which stands for sustainable transport – has completed some 100 tarmac-finished miles. Another hundred are currently under construction. Cycle route users range from fun-riders to cycling commuters, shoppers to long-distance travellers. The Bristol path is used by 3,000 children a day who can now avoid main roads on their way to school.

Comprehension check

3 Are these statements about the text true or false?

- **a** John left his job so he could spend more time cycling.
- **b** He used to work on road-building schemes.
- **c** His first group did not have very much success.
- **d** His second company encouraged people to travel by train.
- **e** Many children go cycling instead of attending school.

Word search

4 Find phrases in the text which can be replaced with the following:

are treated very badly	upset that nothing happened	tired of being
ready to be changed	fight all the time against	is short for
plans for transport	being built at the moment	rebuilt
made John realise		large busy roads
		paid rent for

Listening

5 Listen to John Grimshaw talking about *Sustrans*. Make notes about:

- **a** problems involving people and the government.
- **b** achievements so far.
- **c** the purpose of building the paths.

Discussion

6 *Cycling is more a way of taking exercise, or a sport, than a serious alternative to other forms of transport.*
Do you agree?

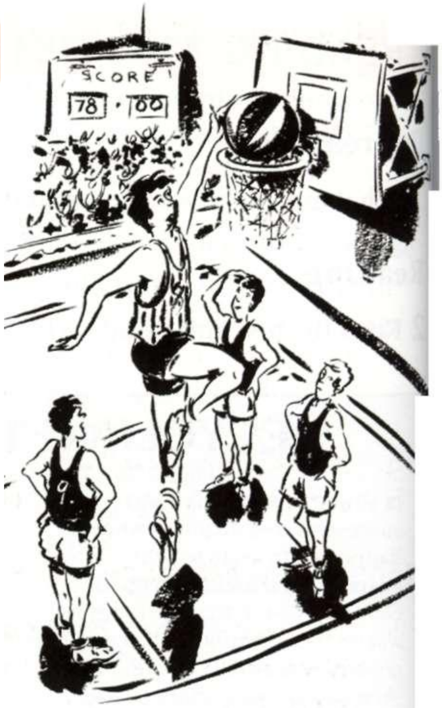
GRAMMAR PRACTICE

Passive voice ▶ 30

1 Rewrite this text without the words underlined. Use the passive voice, and make any other necessary changes.

Begin: *It is not really known ...*

Nobody really knows how people invented the game of basketball. <u>People</u> say that some ancient Greek vases show the game and <u>people</u> playing it. <u>People</u> generally think, however, that the game began in the United States quite recently. <u>Somebody</u> thought of the game in a YMCA club. <u>Nobody</u> can prove this of course, so perhaps it did begin earlier. Wherever <u>people</u> first played the game, basketball is now very popular, and many thousands of <u>people</u> play it, as <u>people</u> can play it outdoors and indoors. Personally, I wish <u>nobody</u> had ever invented it, because <u>people</u> keep me awake when a big game is on TV. The noise is terrible.



Passive voice – which tense? ▶ 30

2 Read this information about a town, and complete the guidebook entry underneath it.

Railway station – closed (to be demolished, site to become sports centre). Dobson Gallery bought from Major Dobson (1923). Many gifts of paintings from private collectors. 4,000 visitors (double this expected this year). Local traders hold market on Tues. Town Hall (called by the Great Britain Guide 'a fine example of late Victorian architecture'). St. Mary's Church (1472), restored to original condition.

St. Mary's Church, which [a]______, stands in Wellington Square, where a fruit and vegetable market [b]______ The church [c]______ to its original condition. On the south side of the square, the railway station (disused) [d]______ next year, and a sports centre [e]______ Opposite St. Mary's is the Dobson Gallery, which [f]______ by Major J. Dobson in 1923. It contains many paintings which [g]______ to the gallery over the years. The gallery [h]______ last year, and this number [i]______ to rise to eight thousand this year. Next to the gallery is the Town Hall, which [j]______ a perfect example of late-Victorian civic architecture.

Passive voice – infinitive ▶ 30

3 Rewrite each statement using a passive formation.

We don't want our town to be filled with ugly buildings.

a We don't want them to hold the World Cup in our country,

b We can protect the town from the effects of football hooliganism.

c We don't want football fans dropping litter all over the place.

d We have to find money from somewhere, so why not from the World Cup?

e Football can bring a lot of benefits here.

f We don't want crowds of foreigners taking over the town.

g You can't ruin a town for the sake of a few football matches!

h Why should we let football crowds spoil our peaceful city?

Passive voice ▶ 30

4 Which sentences can be rewritten with the verb underlined in the Passive Voice?

What happened to your team yesterday? = Cannot be changed.

a Johnson scored the first goal in the second half.
b The team refused to obey the referee's decision.
c Three competitors complained that Smith had taken a short cut.
d The judges awarded the first prize to Denise Long.
e She couldn't run because her new shoes didn't fit properly.
f I really love the excitement involved in basketball.
g The BBC broadcast the whole match live last season.
h Both teams arrived late at the stadium.

Despite and *although* ▶ 9 1

5 Rewrite each sentence beginning as shown.

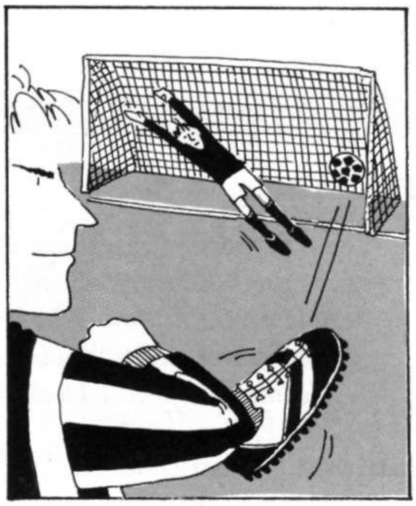
Although they tried hard, they didn't win the match.
Despite *trying hard, they didn't win the match.*

a Despite finishing last, she qualified for the second round.
Although____________________________________
b Although he scored twice, he was dropped for the next match.
Despite____________________________________
c Despite breaking the record, he didn't win the race.
Although____________________________________
d Although she had a cold, she managed to finish first.
Despite____________________________________
e Despite losing a shoe, he broke the world 100m record.
Although____________________________________
f Although they had ten men in the second half, they won the match.
Despite____________________________________

Compound nouns

6 Match each phrase **a-g** with one of the explanations **1-6** given. More than one answer may be possible.

a cycle way__________	**1** a road for bikes only
b sports centre__________	**2** a place where two can play
c tennis court__________	**3** a good place for diving
d running track__________	**4** a centre for young people
e youth club__________	**5** a place where you can keep fit
f swimmingpool__________	**6** a place to go round and round



Compounds and possessives

7 The phrases below are not appropriate. Rewrite them using either *'s,* or noun + noun(s).

The place where you can park your car at the club for sports.
The sports club car park.

a A cover for a racket used for tennis which belongs to Sue.
b Tickets which belong to Jim for the dance at the club where you can swim.
c The aerial of the television of the neighbours who live next door.
d A path in the country where people can go on foot.
e The party for the birth of the sister of Harry.
f An album of Pink Floyd which belongs to Dorothy.
g The room for changing for boys.
h The set of chess belonging to the sister of Peter.
i A centre for health in a neighbourhood.
j The medal made of gold for the 100 metres for women.

WRITING

Pre-writing

1 Which of these phrases would you expect to find in a letter which was asking for information?

Could you... *Why don't you ...* *I was wondering if...*
I think you should ... *I'd like to know whether ...* *Will you ...*
.. .let me know ... *I look forward to ...* *Tell me ...*

Guided writing

2 Write letters asking for information using the outlines given below. Use phrases from **1** where possible.



TAKE THE HOLIDAY OF A LIFETIME. VISIT THE WINTER GAMES.



LEARN ENGLISH IN ENGLAND THIS SUMMER, AND ENJOY YOURSELF TOO!

a You and your family would like to visit an important sporting event in a foreign country (say which one). There are two adults and two children in your family. Make a list of the information you want, and decide the order of importance of your points. Include any necessary information about yourself. Write a letter to the local tourist office asking for information about the trip.

b You would like to study in the Highlight School of English in England for two or three weeks in August. You are also interested in social and sporting activities, and entertainment. Make a list of the information you want, and decide the order of importance of your points. Include any necessary information about yourself. Write a letter to the Director of the school.

Use the letter plan at the top on the right to help you.

(*your addr*
(*the date*)
(*the address you are writing to*)
Dear Sir or Madam,

I am writing to you for so
information about ______

______(*explain exactly what you want*)

I look forward to hearing from you
(*end the letter*)

Pre-writing

3 Which of these phrases would you expect to find in letter replying to a request f< information?

Unfortunately ...
Sorry, but...
I regret to say that...
How about staying with a family?
I enclose a leaflet describing...
We got your letter ...
It was great to hear from you again.
Would you ...
If you would like ...
Thank you for your letter.

Guided writing

4 Send your completed letters to other members of the class When you receive a letter, write a reply explaining that you cannot provide exactly what the writer wants. Suggest other possibilities.

STUDY FOCUS

Check your grammar

Passive voice

1 Match each sentence in A, with the best description of meaning inB.

A a All the trees in my street were blown over by the hurricane.
b This cake was baked in the hotel's own kitchen.
c It has been decided that smoking will not be allowed in the students' common room.
d The contents are heated until a gas is produced. The gas is collected in the glass jar.
e Her handbag was stolen while she was at lunch.

B **1** The steps in a process, where the agent (the person or thing that performed the action) is unimportant.
2 The agent is unknown, and we do not wish to say 'by someone.'
3 More importance is given to a thing and what happened to it, but the agent is included.
4 The speaker does not wish to say who performed the action.
5 The agent is obvious, and so is not mentioned.

Build your vocabulary

Word field: sport

I Divide this list into the following categories: *People, Places, Events.*

team	track	game	pool	court	spectator
opponent	stadium	referee	match	competitor	field

1 Make a compound word by adding one of these words to the words in **1.** More than one answer is possible,

basketball football rugby tennis swimming running

Practise your pronunciation

Words ending in *-ure*

1 a How would you pronounce these words? Which syllable has the main stress?

mixture	leisure
picture	figure
nature	pressure
adventure	signature
architecture	capture

b Listen and repeat.

Question tags

2 a Listen to these questions with tags, and decide whether the intonation of the tag rises, or not.

1 This is the place, isn't it?
2 He won the medal, didn't he?
3 You like football, don't you?
4 We've got tickets, haven't we?
5 You're the captain, aren't you?
6 She'll win, won't she?
7 You're coming too, aren't you?
8 He'd beat them all, wouldn't he?

b Which ones are real questions and which ones are checking information? Listen again and repeat each one.

Unit 10 News and Views

STARTING POINTS



The Government yesterday faced a row with the rest of Europe after it announced controversial changes to tax laws . . .

New York (Reuter) Three Iranian students who tried to hijack a Northern Airlines plane bound for Boston were charged with air piracy

United scored their first goal in the 46th minute when Simpson back-headed past Jolly to delight a 19,582 crowd.

It doesn't seem to matter how often I wash my hair, it always seems to be greasy. What can I do to make it look better?

Method: melt the butter or margarine in a saucepan, sauté the onion and garlic for 4–5 minutes until soft. Remove from the heat.

THE STORY SO FAR Mary's family are scandalised when she runs away with Keith, a singer. When he abandons her, she starts singing too . . .

9.25 THE OCTOPUS GAME with Janet Jones Mike Greenwood Chris Lane. The quiz show which requires speed of thought, and also a way with words.

The band come from Leicester, and have been around since 1986. Singer Nicky Sweet left his native Nottingham to study art and met . . .

We bleached the jeans by putting them in about 4 inches of water in the bath – make sure they are well covered (and that nobody wants to take a bath for a while) . . . Then pour in a litre bottle of bleach . . .

LOVE AND FRIENDSHIP You're making lots of new friends. They're great company this week, but be careful. On the 18th someone upsets you.

Send your entries to the address below by May 10th – but remember you have to include the four coupons published during April.

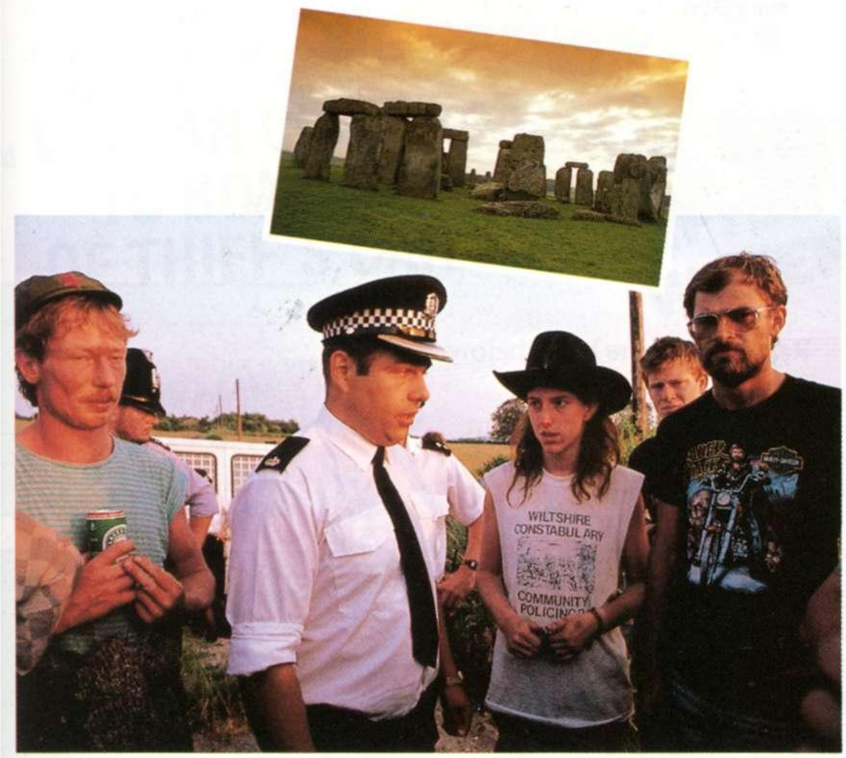
2 How many of these items did you find in **1?** If you were going to publish a new magazine for young people, which items would you include, and which would you leave out?

news about music	foreign news	cartoons
the latest fashions	sports news	competitions
horoscopes	pictures of stars	interviews
political news	crosswords	serials
TV news	letters	recipes

LANGUAGE ACTIVITIES

- News reports
- Complaining about a news report
- News interviews

The picture below shows an incident at Stonehenge, one of Britain's ancient sites. What do you think must have happened?



1 Ls] You are a reporter interviewing people involved in this incident. Listen to the first interview and complete the notes below.

Jack Holm wood,__said he thought the hippies were______

said that he had seen___________________________________

said he thought the police had____________________________

What do you now think could have caused the incident?

2 **Ls]** Listen to an interview with Mary, another witness. Compare what she said with the notes below. Discuss any differences.

Mary Durnett — lives nearby — likes hippies — provided they don't make a lot of noise — they cut down trees and steal sheep — Saturday — crowd blocked road with vans — throwing petrol bombs — police attacked them without warning — fighting between hippies and local people — Mary got a black eye

Are there any differences between what Jack said, and what Mary said? Now complete your report in **1.**

I spoke to several people who had witnessed the incident last Saturday, and they seemed to disagree about what happened. Jack Holmwood ____________

____

____

while Mary Durnett, who lives nearby, said ________

____

They also had slightly different attitudes to the hippies. Mrs Durnett felt

____

but Mr Holmwood said ___

____

Finally, they had quite contrasting views of the role played by the police in this incident. Mr Holmwood said ________

____

whereas Mary Durnett explained that ________

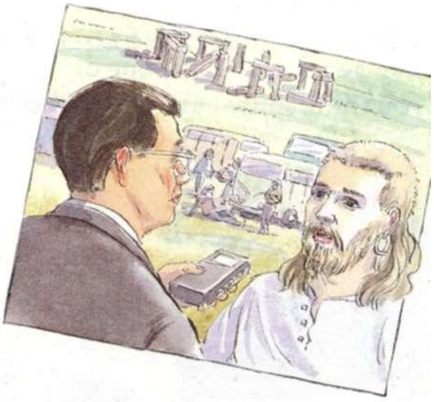
____

Reported speech ► 41

Jack said he would be happy to have the hippies back again
Mary explained that the hippies came to celebrate midsummer.

3 Read the news item below. What did Tom actually say when he was interviewed according to this article? Reconstruct the interview between Tom and the reporter.

Tom, 20, from London told me that he had come to Stonehenge 'for a laugh' with some friends. When I asked him whether he had taken part in any violence, he refused to answer. He explained that he did not want his parents to know that he had been there, and I promised not to print his full name. He complained that local farmers had started the trouble by closing the campsite, but he also felt that the hippies had made things worse by damaging fields and stealing farm-animals. When I asked him if he had stolen anything himself, he just laughed. And he asked me to tell the farmers that next year would be worse!



Read part of the letter below which Tom sent to the newspaper. What did Tom *really* say in the interview?

. . . The story in your newspaper which is supposed to be based on an interview with me, is almost totally untrue. When I was interviewed I answered all the questions I was asked, and I agreed that your reporter could use my name. I denied that I had taken part in any violence, and I explained that I thought the whole incident had been caused by lack of contact between the police and the hippies. If there had been more talking, the whole event would have been quite peaceful. I also advised him to interview some local farmers, because on the whole they had been very friendly towards us. Your reporter suggested that the farmers were to blame, not me. And I certainly did not make any threats about next year. I apologised for what had happened. We are peaceful people, and we do not want this kind of thing to happen again.

Indirect questions
We should ask the police why they attacked first.

Reporting verbs ▶ 41
Check the uses of the reporting verbs from **3** on this page.

4 You work for a local radio station. Your station is planning to interview local people, some hippies, and the police. Decide who you are going to interview, and what questions to ask each person.

I think we should ask the police why they attacked first. But we don't know if that is true!

Role play

5

Student A

You are a radio interviewer. Interview both of these studio guests and try to keep a balanced point of view.

Student B

You are one of the hippies who was at Stonehenge. You believe the trouble was caused by a few people only, and that it would be possible to have a peaceful festival every year.

Student C

You are a local farmer. You think that the problem has got out of control because the crowds are too large, and cause trouble for local people.

READING AND LISTENING 1

1 Match the headlines with the stories below *where possible*. Explain your choices.

a EXPENSIVE MEAL

b BIG SPENDER

c BRITONS TO PAY MORE FOR WATER

d WOMAN CLINGS TO BONNET OF THIEF'S CAR

e CHILD LIVES AFTER 100FT WATER DROP

f THIEF WAS OLD AGE PENSIONER

g UK FATTIES EATING EVEN MORE – *OFFICIAL*

1 The lucky winner of a lottery in Sri Lanka who won over five million rupees (£94,000) is going to buy a bicycle with his winnings – but then he is only 10 years old!

2 A thief who stole an old lady's handbag got more than he bargained for – as Mrs Julia Bonnet, 73, is an expert in karate.

3 Daryl Prince, 10, who failed to come home after his mother refused to let him go swimming was found safe and sound late last night – locked in the bathroom at his Chester home.

4 A woman of 64 fought with a thief who had grabbed her bag containing over a thousand pounds outside a post office.

5 The price of food in Britain rose on average by over 5% last month, according to a report published today.

6 A boy aged three was rescued by a group of young fishermen after he fell from a bridge into the river and was washed over a 100ft waterfall.

7 A farmer's wife near Oxford got more than bees in her bonnet when she accidentally disturbed a nest of wasps yesterday. Mrs Janet Stride found herself covered in the angry insects and took the easy way out by jumping into a cattle trough.



Listening

2 Listen to these three radio news items. Decide which of the headlines **a–g** in **1** they refer to.

3 Listen again and decide whether these statements are true or false.

a The couple's car was broken into while they were having dinner.

b 1 he coats are thought to have been stolen at about 11.00

c John fell 100 feet from the bridge into the water.

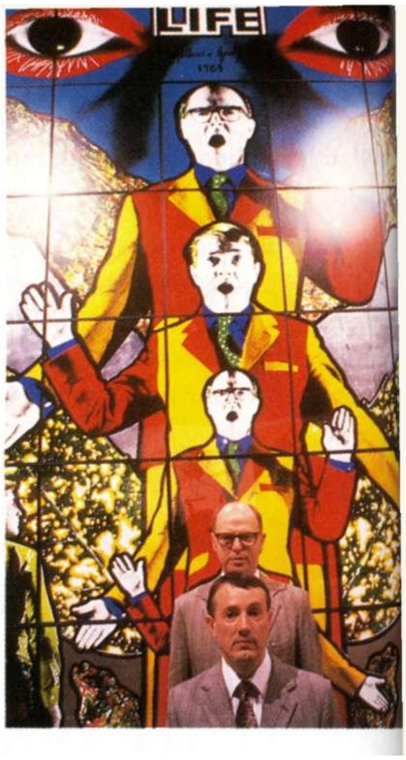
d John was rescued by someone who was fishing.

e The government wanted water to be healthier and cheaper.

f The action of the government has made water more expensive.

4 Choose one of the extracts in 1 not in the listening text, and plan the rest of the story. Tell your story to others.

READING AND LISTENING 2



Pre-reading

1 You have just started to publish a magazine. What do you think of these editorial policies?

there is no editor	there are no pictures
you publish anything	you do not pay anyone
it is handwritten	it is free

2 Read the text and decide what is unusual about *The Fred*.

IS THIS FRED'S FINAL FLING?

The Fred is a small art magazine, a four by six inch pocket book sold on the counters of bookshops and art galleries. Send something in, a piece of prose, a poem, a painting or a photograph, and it will be published. It's as simple as that. There is no selection policy, no guiding hand – and no payment. It is the only magazine in the world, its editors think, that relies entirely on free, unsolicited contributions. In its first 12 issues these have included work by artists Gilbert & George and writer Kathy Acker.

The February issue was due to go on sale about now, but it will not. The magazine has survived many crises – a fist fight among its editorial staff saw it go dark for 18 months – but its latest edition may be the last. The problem is cash flow, and the printer.

The Fred might not have a selection policy, but its perpetrators have a strong idea of what it represents. In *Fred's* offices in a south London trading estate, the editorial staff are almost obscured in a fog of cigarette smoke. They sit round a table laden with contributions sent in by anyone from 18-year-old punks to retired dustmen.

"The last ten years have seen nothing but magazines which tell people how to live their lives," says Bryan Maloney, a veteran of the magazine. "Lifestyle tells you what to wear, what to see, what attitudes to take."

The Fred is not a magazine with instructions, he adds. There are 80 items a month, and no one is expected to like them all. The editing is left to the reader. "We trust our readers, it's an open forum."

Comprehension check

3 Rewrite each sentence so that it accurately describes *The Fred*.

a If you send a contribution, it will be published if it is good.
b The editors ask famous artists and writers to contribute.
c The next issue of the magazine will be the largest so far.
d The editors have no idea what sort of magazine they want.
e Readers are often invited to the office to edit the magazine.

Word search

4 Find words or phrases in the text which can be replaced by:

articles people send in	lost to sight
supposed to be published	covered in
lived through many difficulties	someone with experience
those responsible	a centre of public discussion

Discussion

5 Would you read *The Fred?* What sort of magazines do you like reading?

Listening

6 Which of the magazines shown is each person probably talking about?



GRAMMAR PRACTICE

Reported speech ▶ 41

1 Rewrite each sentence in direct speech to make the dialogue between the reporter and Sam. Begin:

Reporter: *What's your name? ...*

a Well, first this chap asked me what my name was so I told him.
b And then he said that he was a newspaper reporter.
c Well I didn't believe him at first so I asked him whether he had any identification.
d He showed me a card that he had and then asked me if I'd been at the pub the night before.
e I said that I went there every night.
f Then he asked me whether I'd seen a fight, and what had happened.
g I told him that I hadn't been paying much attention.
h Then he asked me if I'd seen Jacky Dobson, the footballer, in the pub.
i I asked him why he wanted to know.
j He told me that his newspaper would pay me £100 if I could say that Dobson had started the fight.

Indirect questions

2 Rewrite each question beginning as shown.

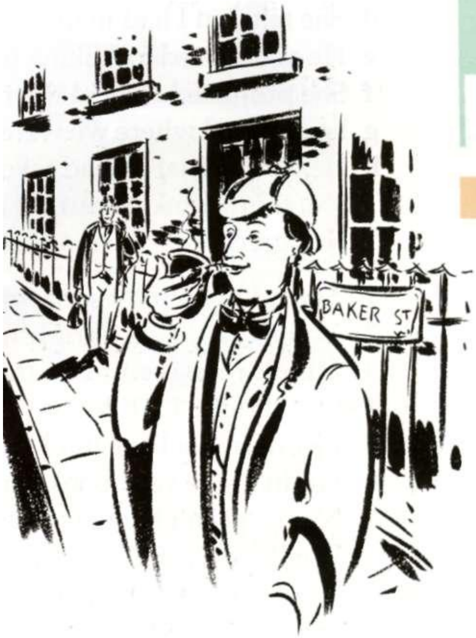
Where is the bus station?
I wonder if you could tell me where the bus station is?

a Did you see what happened when the police arrived?
Could you tell me if ______
b Did they arrest him inside the pub?
I'd like to know whether ______
c Where were you standing when you saw this happen?
I wonder if you could tell me where ______
d Where exactly did the other man fall over?
Could you possibly show me ______
e Why didn't you report this to the police?
Do you think you could explain why ______
f Who did you talk to when you phoned the police station?
I'd be interested to know who ______

Indirect questions

3 Rewrite each question beginning as shown.

How did Fleming discover penicillin?
Do you know how Fleming discovered penicillin?



a Where exactly did Sherlock Holmes live in London?
Do you know exactly where ______?
b When did the first man land on the moon?
Do you happen to know exactly when ______?
c What was Marilyn Monroe's real name?
Do you know what ______?
d Where was Charlie Chaplin born?
Do you happen to know where ______?
e Has the Bermuda Triangle ever been explained?
Do you know whether ______?
f When was the computer invented?
Do you know when ______?

Reporting verbs ▶ 41

4 Match each report **a** to **j** with one of the sentences in direct speech 1 to 10.

He denied that he had been at the party.
'I wasn't at the party.'

a She advised me not to believe it.
b He suggested that we took the books with us.
c I refused to lend her my cassette player.
d She felt that I had made a mistake.
e He apologised for taking her books.
f She promised to send them a letter.
g I explained where we were.
h He denied that he had taken her books.
i She complained about the noise.
j He agreed to bring his cassette player.

1 'Look, I'm awfully sorry for taking your books.'
2 'You're making a terrible noise!'
3 'I think you should take the books too.'
4 'Oh all right, I'll bring my cassette player.'
5 'I wouldn't believe it if I were you.'
6 'I didn't take your books, honestly.'
7 'No, you can't have the cassette player, sorry.'
8 'Don't worry, I'll write to you.'
9 'To be honest, I think you've made a mistake.'
10 'Look, this is where we are, see?'





Reporting verbs ▶ 41

5 Report each sentence using the reporting verb given. Do not report every word.

'Look, don't worry I'll bring the books back on Tuesday.'
She promised to bring the books back on Tuesday.

a 'Newspapers never print the truth - it's not fair, is it!'
She complained ______________________

b 'Look, I'm really sorry about what I said.'
He apologised ______________________

c 'I'll phone you tonight as soon as I get home, Sue.'
He promised ______________________

d 'Look, I can't talk to you now, Tim, I'm too busy.'
She explained ______________________

e 'Yes, you're right, this is the best restaurant in town.'
He agreed ______________________

f 'No, sorry, I'm not going to help you push the car!'
She refused ______________________

g 'I think that newspapers are full of very silly stories.'
She felt ______________________

h 'I think it would be better if you both spoke to my lawyer.'
He suggested ______________________

i 'Look, if I were you, Mary I wouldn't tell anyone.'
He advised ______________________

j 'It's simply not true! I didn't eat all the cakes!'
He denied ______________________

Guided writing

1 Use the pictures to continue the dialogue below. Use the plan given.



Sue: Hello, John, is that you? It's Sue.
John: Hi Sue. How are you?
Sue: Oh, I'm fine. I'm just ringing to ask you if you're doing anything this weekend ...
(invite your friend to go walking)
(suggest what to take with you)
(arrange where and when to meet)

2 Read these extracts from news reports. What happened on the walk?

... Sunday's severe storms also caused problems for two walkers who had set off into the mountains above Lake Edward. Nobody knew they were missing until a local hunter noticed a light on the mountain. Luckily they were well equipped and were safe and sound last night, despite a good soaking. One of the walkers, ...

... The father of one of the two, Mr Tom Logan, said that his daughter was an experienced walker and climber and had been trained in survival skills. He had not reported her missing because ...

... Two climbers lost in a storm on Sunday had a lucky escape when they nearly fell down a 200-metre cliff, after losing their way in thick mist. Now recovering in a local hospital, John Marsh ...

Write the story of the walk, from the point of view of one of the two friends. Begin:

We reached the lake before 12, and as it was such a lovely day, we decided to walk across the mountain to Penrith ...

Include these points:

- what went wrong
- what might have happened but didn't
- how they survived
- how they were rescued

Writing

3 Write the story of what happened to you in *one* of the situations described in these news headlines.

LOST AT SEA FOR THREE DAYS IN SMALL BOAT

ESCAPED LION TERRIFIES CITY CENTRE

10

STUDY FOCUS

Check your grammar

Reported speech

Match the words spoken with the report,

a 'No, I won't,' said John.	1 John agreed.
b 'No, I didn't,' said John.	2 John apologised.
c 'It's not fair,' said John.	3 John refused.
d 'I'm awfully sorry,' said John.	4 John explained.
e 'That's what I think,' said John.	5 John denied it.
f 'You do it like this,' said John.	6 John complained.

Build your vocabulary

Word formation

1 Complete each sentence with a word formed from the word in brackets.

a I didn't find the film very__________(excite)
b By the end of the day, I felt extremely_________(tire)
c I am very________in unusual stories. (interest)
d Staying at home every evening is a bit_________(bore)
e This street has three different names, which can be_______ (confuse)
f She went to the doctor because she felt_________(depress)
g Making mistakes can be very__________(embarrass)
h The walk across the mountains was_________(exhaust)

2 Complete each sentence by forming a suitable word. The prefix or suffix, and the first letter of the new part are given.

a Doctors consider smoking cigarettes to be *h*_______*ful.*
b I understand your point of view, but I *disa*_______
c The last bus has gone, so it's *p*_______*less* waiting.
d Punishing us all for what one person did is *unf*_________,
e I have always lived in a village and I *disl*____big cities.
f It could snow in July I suppose, but it is *unl*
g Those thin shoes are *uns*_______for climbing a mountain in!
h If you put a question mark, a full stop is *un*_______

Practise your pronunciation

Finished or not?

1 a What intonation would you use for each sentence below according to the instructions in brackets?
1 What did you think of the film ... (unfinished sentence)
2 What do you think of this novel? (finished sentence)
3 Did you like that Chinese meal ... (unfinished sentence)
4 Have you ever visited the museum? (finished sentence)
5 Would you like a sandwich? (finished sentence)
b Listen and repeat.

Word stress in long words

2 a How would you say these words? In each one mark the syllable with the most stress.
unfortunately
accommodation
disapproving
unnecesssary
interviewing
illustrations
differences
personality
interesting
apologising
continuation
impossibility
b Listen and repeat.

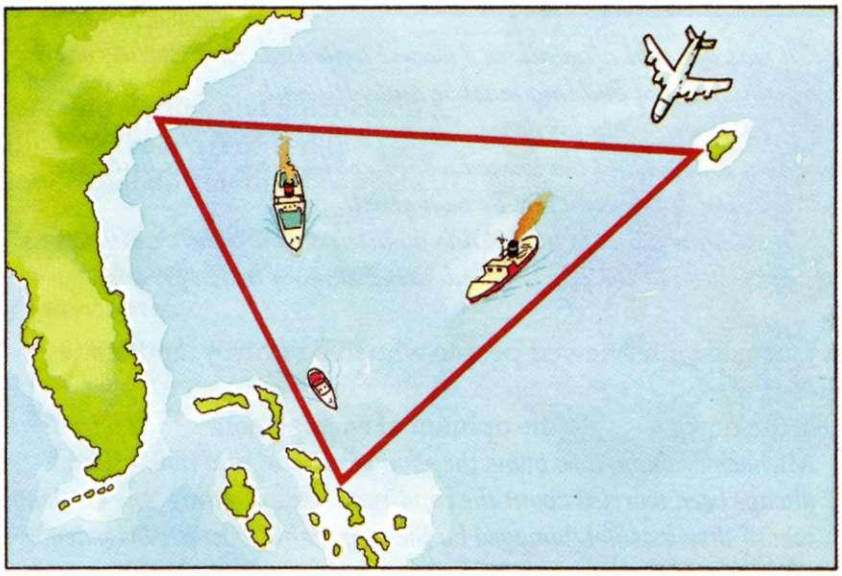
Unit 11 Stranger than Fiction

STARTING POINTS

Fact and fiction

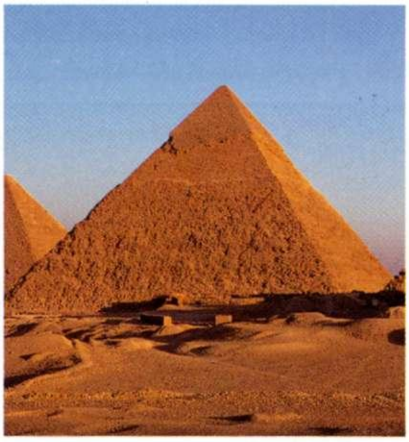
1 Do you think these stories could be true? What is your own explanation?

In an area of the Caribbean, ► known as the Bermuda Triangle, ships and planes mysteriously disappear without explanation.



▼ Some drawings and designs in the Nazca Desert in Peru can only be understood if they are seen from above. So they must have been designed to be seen by aliens in space.





◄ Who built the Great Pyramid in Egypt? Was it the ancient Egyptians on their own, or were they helped by visitors from another planet?

2 Are these statements fact or fiction?

IS IT TRUE THAT . . .

- You catch a cold because you get wet or cold.
- Honey is often used to make the centre of golf balls.
- Some animals, antelopes for example, never sleep.
- Ostriches bury their heads in the sand.
- A woman's brain is smaller than a man's.
- A shock can make your hair turn white overnight.
- A bull is colour-blind, so it's not made angry by red.
- Camels carry water in their humps.
- Brown eggs are more nourishing than white eggs.
- It is possible to teach an octopus to recognise letters of the alphabet.

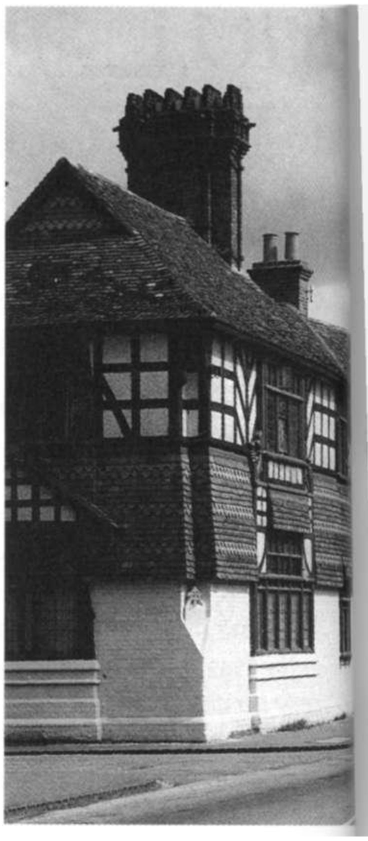
3 Are you superstitious? What kind of superstitions do people have in your country?



Turn to page 99 for the answers to activity **2**.

LANGUAGE ACTIVITIES

- Evidence and opinion
- Organising a report



1 Read these statements about the building in the picture. What happened? Do you think there is an explanation for this?

"It was very old after all, so I wasn't surprised. And putting out a fire in this kind of building must be quite difficult."

"It had been empty for years. The owners were talking about knocking it down, but the council would not let them. It's a historic building you see. It even has its own ghost!"

"There were plans to turn it into a museum. But there was always a strange feeling in the place. Nobody liked staying inside for long."

2 A journalist interviewed people who lived nearby, and made these notes.

Use the notes to write the opinion of each person.

Michael Graham, who owns the shop next door, said that he had always been worried about the condition of the building. Mr Graham, whose shop was not damaged by the fire, thanked the fire brigade for saving his car, which was parked outside the burning building.

a 

Mr Paul Wilkins – My house is opposite – I saw smoke coming from an upstairs window – I called the fire brigade – There was a lot of old furniture in the house – It was left there by the owner – He has an antique shop in town centre – There was a small fire here before – It damaged part of the roof – I talked to Jack Barker – He is in the fire brigade – he thinks it was an accident.

b 

Maureen Graves – My family used to own the house – I know about several strange events – These took place while I was living there. My sister Mary saw a ghost – My sister's room was where the fire started – It was holding an old oil lamp – Another time a friend was staying in the house – She smelled burning and saw the same figure – it disappeared when she screamed.

c 

June Higgins – My car was parked on the corner – I saw a suspicious looking man – He was carrying something – It looked like a petrol can – I phoned the police – They told me the fire was an accident – My husband teaches at the local school – He told me they had a fire there too – It was started by a boy in his class – This boy's father owns the house that burned down.

Relative clauses ▶ 40
Defining
The man who noticed the smoke lived opposite the house.
Non-defining
The house, which was 400 years old, was badly damaged.

Relative clauses ▶ 40
Whose
*Mr Smith, **whose** sister works for the local newspaper, phoned the press office at once.*

Role play

3 Student A	Student B
You believe the fire was an accident. Describe what you think probably happened, and argue that there are no other believable explanations.	You believe that the fire was not an accident. Describe what you think happened, and explain why.

4 You are a reporter from the local radio station, and are making a programme about the old building. You have received the information and comments below. What do you think happened?



- *According to local people, Mr Martin Lout, the owner of the damaged building, has sold the site to Concrete Boxes Ltd, and they are planning the construction of a supermarket.*
- *I thought you'd like to know that my neighbour Fireman Jack Barker, bought a new sports car last week. And I reckon that Martin Lout gave him the money for it. What do you think of that?*
- *You're right, the house was insured for a lot – I'm not sure, but at least £250,000. But the insurance company is bound to be suspicious. In fact, I bet you what you like they've started an inquiry.*
- *Don't forget that Martin Lout's wife, Susan, used to live in the house. She's Maureen Graves' sister. Some people even say that Lout scared the family into moving, and bought the house cheaply. And that Susan helped him.*
- *The headmaster wouldn't tell me anything, but it's obvious. The kid who started the fire at the school must have been Lout's son, Stuart. And he probably burned the house down as well. Everyone knows that he hates his father.*
- *There is a strong rumour that the Council has stopped the sale of the site, and is planning to rebuild the house and turn it into a museum after all.*

Hearsay: verbs of saying and believing ▶ 30

Present
People say he owns many old houses.
He is said to own many old houses.
Past
People say he started the fire.
He is said to have started the fire.

Restate opinions from the information above as hearsay.

5 Present your programme, saying what you know, or what is said, about the following:

The house
The owner (Martin Lout)
His family (his wife Susan and son Stuart)
The fire brigade and the police
The local council

Role play

6 These people are interviewed in the radio programme. Prepare their roles and act out the interviews:



Martin Lout **Susan Lout** **Fireman Jack Barker** **A spokesman for the local council.**

WRITING

Pre-writing

1 Read the introduction to the mystery story below.

Mrs *Janet Lively, a rich widow, has been found dead in her swimming pool. She had three friends staying with her (all unmarried and unrelated), each one with a motive for murdering her. The guests are shown in the pictures below. Each guest has been interviewed by the police, and has described what he/she saw and heard.*

Now study one of the pictures more carefully and decide what *the witness* might have told the police later.

1 Seen by Brenda



2 Seen by Julian



3 Seen by Henry



Guided writing

2 Work in pairs with a partner who studied the same picture. Imagine you are the person who saw that scene. Describe what happened. Write your description beginning:

That afternoon I was upstairs in my room, and I just happened to look out the window. I saw Janet by the swimming pool with ______(name)______and I heard what they said. First of

Pre-writing

3 Form a group of three, with people who have written about the other two pictures. Read all the descriptions. Decide what really happened, by discussing these points:

a What reasons did each suspect have for killing Mrs Lively?

b Who do you think actually killed her?

c Decide how they did it (use your imagination!).

Guided writing

4 Continue this extract from the story:

The inspector walked over to the window, and then turned to the three suspects. 'I think I now understand who killed Mrs Lively, and why', he said. 'And I am now going to tell you who did it. But first, you all had motives, didn't you? You, for example____________'

READING AND LISTENING

1 Read this opening of a magazine story. Answer the questions which follow and give reasons for your answers.

At the crunch of feet on the gravel path, Elsie heaved a sigh of relief. How long she had been stranded in her immobile chair she didn't know, but she was chilled to the bone. It was her own fault. She should have noticed how few people there were in the park now it was growing dark. The trouble was, she was still getting used to her motorised chair. She'd almost forgotten what it was like to be independent and working again, and the freedom had proved heady: she hadn't noticed the time. It was all right now, though. Rescue was at hand. The footsteps came closer. The tread of heavy boots on the path. A figure emerged from the gloom and Elsie's heart dropped . . .

Who do you think Elsie is? How old might she be? What kind of work might she do? Where do you think she is? What might have happened?

What comes next?

Which of these three paragraphs best continues the story? Explain your choice.

a Not Nurse Thompson! Elsie hated the idea of being pushed home in disgrace, and could imagine exactly what Nurse Thompson would say to her parents. 'She shouldn't go out alone, she should stay here where I can keep an eye on her.' Elsie knew what that meant. More lonely days in the cold room at the top of the house, with Nurse Thompson watching television and smoking all day. But she would show them that she could look after herself! . . .

b The boots coming towards her were thick-soled and laced to the shin. Her eyes took in the rest – tight jeans, the orange crest of hair. Unbidden, a host of newspaper headlines leapt into her mind, of robberies and muggings. Being a white-haired granny was no protection against that sort of thing these days . . .

c A policeman! Just the last person she wanted to see at a moment like this. He looked so child-like in his dark blue uniform with its bright buttons. 'What are you doing out here then, love? Feeding the birds?' he said. Elsie nearly gave him a good reply, but she bit back the words just in time. Better not make him suspicious. She decided to act helpless and hope for the best . . .

Word search

3 Guess these words from the text. Use the clues and the context.

crunch (what does this sound like?)
gravel (what kind of paths are there in parks?)
stranded (what is her situation in her chair?)
chilled (how might she feel if she had been sitting there a long time?)

Can you guess any other words?

Listening

4 Listen to Elsie describing her meeting with the man in the story. Which paragraph in 2 was in fact the correct continuation of the story?

5 Listen again, and write the conversation in direct speech.
Begin: 'Are you all right?



What comes next?

6 When you have listened to 5, predict what could happen next. Here are three more extracts from the story to help you.

a 'What's the matter? Won't it go then?' Elsie hesitated. Should she tell him the truth or make up some other excuse to intrigue his curiosity? While she was hesitating he stretched out a hand towards her. A dirty hand with nails chewed down to the quick. She drew in a sudden frightened breath. But he didn't touch her. Instead he tried to turn on the motor.

b 'Let's have a look and see what's wrong then,' he said, moving round to examine the motor. 'I expect you've got a loose connection. That's happened to my gran's chair a couple of times.' Elsie sat very still, feeling physically sick with relief. By the time she had recovered he was saying, 'There, just as a I said. A loose lead. Give it a try.'

c 'If he touches me, I'll hit him!' Elsie decided. But with what? If only she had brought her walking stick. Perhaps she could use her handbag? But the soft plastic bag wouldn't be much of a deterrent. Instead she clenched her mottled hand into a tight fist beneath the inadequate rug, just in case!

Word search

7 Find words or phrases in **a,** b and **c** in 6 above which could be replaced by:

paused uncertainly	weapon which stops others attacking you
a wire which is undone	make him interested
tightened	rather useless
look carefully at	grandmother

What happens?

8 **a** From what you know so far, decide how the story ends. Work in pairs.

b Now retell the story in your own words, and continue it to the end. Include description of the people, and some reported speech.

- *One day Elsie went to the park. She was ...*

Listening

9 Listen to the ending of the story. There are pauses for you to change your mind about the ending you invented. At each pause, the tape will stop. Explain what is going to happen. At the end of the tape, explain the whole story.

Comprehension check

10 Decide whether the story contains the people described below.

a Someone who was arrested for a crime they did not commit.

b Someone who committed **a** crime but was not caught.

c Someone who was not exactly what he or she seemed to be.

d Someone who did things only because other people told him/her to.

e Someone who didn't take the advice which people gave him/her.

GRAMMAR PRACTICE

Relative clauses ▶ 40

1 Use information from the list, to make statements about the people named below. There are many possible true sentences.

Cary Grant, who was born in England, became famous in the USA.

a Elizabeth Taylor ______

b Marilyn Monroe ______

c James Dean ______

d Burt Lancaster ______

e Alfred Hitchcock ______

f Grace Kelly ______

g Charlie Chaplin ______

h Ginger Rogers ______

- was born in England
- danced with Fred Astaire
- became famous as a sex symbol
- starred in many adventure films
- made only a few films
- directed many films
- could sing as well as act
- was killed in a car crash
- started acting as a child
- also appeared in small parts
- was also successful in serious roles
- is still internationally famous
- had an unhappy private life
- started out as a circus performer

Defining and non-defining relative clauses ▶ 40

2 Put commas in these sentences where the relative clause is non-defining.

Chaplin, ***who was born in London,*** *began acting as a child.* (Non-defining)

a The director who gets the most votes receives the Oscar.

b The film which lasted two hours was extremely entertaining.

c The leading actor who is 42 years old got married last week.

d The leading actor who takes this part will have to work hard.

e Kevin Slob who used to be a plumber is now a film star.

f His second film which was released last week is called *Big Frank.*

g Kevin whose name is now Glen Glitter also made *The Bug.*

h Anyone who saw this film would agree that it is a masterpiece.



Hearsay ▶ 30

3 Change each sentence below so that it begins with the words given.

People say that the star of the film earned $2,000,000.

The star of the film *is said to have earned $2,000,000.*

a People say that the Mafia murdered Marilyn Monroe.

The Mafia ______

b People believe that Dustin Hoffman is planning a film about Napoleon.

Dustin Hoffman ______

c People think that watching video is now more popular than the cinema.

Watching video ______

d People feel that Charlie Chaplin was the best silent film actor.

Charlie Chaplin ______

e People know that the first films with sound ended many actors' careers.

Films with sound ______

f People think *Gone With The Wind* was one of the best films ever made.

Gone With The Wind ______

g People know that some actors in silent films did their own stunts.

Some actors in silent films ______

h People say that *Ben Hur* is the most exciting film ever made.

Ben Hur ______

Relative clauses: *who, which, whose* ▶ 40

4 Put *who, which* or *whose* into each space.

This is the story of a strange event [a]_______took place in England recently. A man [b]_______brother had disappeared in France in 1944 received a letter from someone [c]_______claimed to be Graham, his brother. The man, [d]_______had given up hope of ever seeing his brother again, was overjoyed to receive the letter, [e]_______was posted in France. He wrote back and received another letter [f]_______gave the name and address of a French family, [g]_______, the letter said, had been looking after Graham. Graham's brother took the next plane to France, and soon arrived at the address [h]_______his brother had given. The people [i]_______lived there did not know his brother, and had not written any letters, but they were looking after the graves of soldiers [j]_______had been killed there during the war.

Text organisers ▶ 1 17

5 Study the examples, and answer the question at the end of each one.

a *<u>Although</u> journalists often exaggerate stories, they are not supposed to change the facts.*
Do they exaggerate stories? Are they supposed to change the facts?

b *Journalists do change the facts. However, they are not supposed to.*
Does this have the same meaning as sentence **a?**

c *Journalists often exaggerate stories. They are not supposed to, <u>however</u>.*
Does this have the same meaning as sentence **a?**

d *<u>In spite of</u> my advice, the journalist changed the story.*
Did we advise the journalist to change the story?

e *<u>While</u> journalists often exaggerate stories, they are supposed to give the facts.*

Which of the underlined words in sentences **a,** b, **c, d** could be used instead of while?

f *Journalists often record interviews. As well as this, they might keep written notes of what is said.*
Is this phrase used to repeat information, or to add something new?

g *<u>Besides this</u>* ...
Can you use this phrase in **f ?**

h *Journalists lead quite an interesting life. On the other hand, they are not very well paid at the start of their careers.*
Can you use this phrase in any other part of this exercise?

Text organisers

6 Complete the text by using words and phrases underlined in the examples in 5.



There are many stories about the Bermuda Triangle, an area of ocean in the Caribbean, but [1]_______ many people believe that planes and ships mysteriously vanish there, there is no proof that this is true. [2]_______, it is true that many small boats disappear in the area. This is because it is an area of sudden bad weather, [3]_______, not because it is mysterious! One story describes how some planes disappeared there during the war, and [4]_______this is true, the most likely explanation is that they ran out of fuel and crashed. [5]_______, there are stories suggesting that aliens may be responsible for the 'strange' disappearances. [6]_______many investigations, no proof has ever been found that there is anything mysterious about the place at all!

STUDY FOCUS

Check your grammar

Relative clauses

Is it possible to leave out the word underlined in each sentence?

a He's a friend who I met while I was on holiday.

b The girl who called yesterday is here to see you.

c That's the man who I bought my car from.

d This is the hotel that I told you about.

e Come and see the carpet which I have just bought.

f This is the road which goes to the lake.

Build your vocabulary

Words expressing uncertainty

1 Use each word in a sentence which makes its meaning clear.

a perhaps ______

b possibly ______

c likely ______ : ______

d chance ______

e might ______

Words easily confused

2 Explain the difference between each pair of words. Write a sentence for each word which makes its meaning clear.

a work/job ______

b injured/wounded ______

c lend/borrow ______

d acu»/play *(v)* ______

e boring/tiring ______

Practise your pronunciation

Stress and intonation

Recognition

1 Listen to the way each sentence is spoken. The word given in brackets shows the focus of the sentence. Repeat each sentence.

1 John did all the decorating. (what?)

2 Sue didn't tell me anything about it. (who?)

3 Keith arrived here on Wednesday. (when?)

Production

2 Decide how to say each sentence, using the word given as the focus.

1 Harry liked the film. (what?)

2 I'm thinking of going there next week. (when?)

3 I didn't see Martin at the party. (who?)

4 I'm going to a party next week. (what?)

5 What did Dave tell you? (who?)

6 I saw Sue the day before yesterday. (when?)

Starting Points

Activity 2 Answers

- According to doctors, a cold is caused by a virus, though your resistance to the virus may be lower if you are wet or cold.
  People who live in wet or cold conditions do not catch more colds than other people.
- Honey is used to make the centre of some golf balls.
- Antelopes do not sleep.
- Ostriches do not bury their heads in the sand. If they did, they would probably die from lack of air.
- In relation to body size, men and women have approximately equal-sized brains. Nobody has proved that the size of the brain indicates the degree of intelligence.
- As only the roots of the hair are alive, it would take a long time for all the hair to turn white.
- True, bulls are colour blind.
- Brown eggs and white eggs are equally nourishing.
- A camel's hump contains fat.
- This is true. Octopuses have proportionately large brains.

Unit 12 A Dog's Life

STARTING POINTS

Choosing a pet

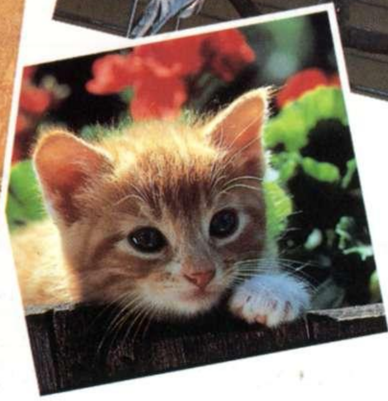
1 Choose from the pictures below the best pet or pets for each person or group of people. Explain what would be suitable or unsuitable about these pets in each case.











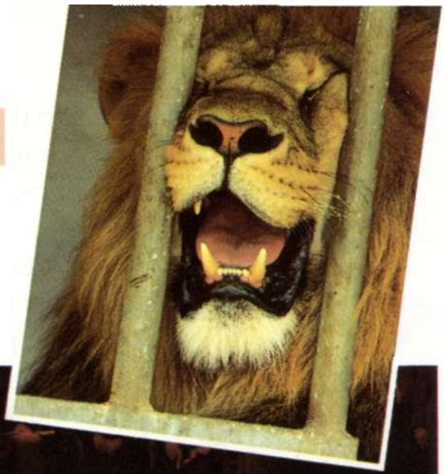
2 What do you think about pets? Add more points to each list.

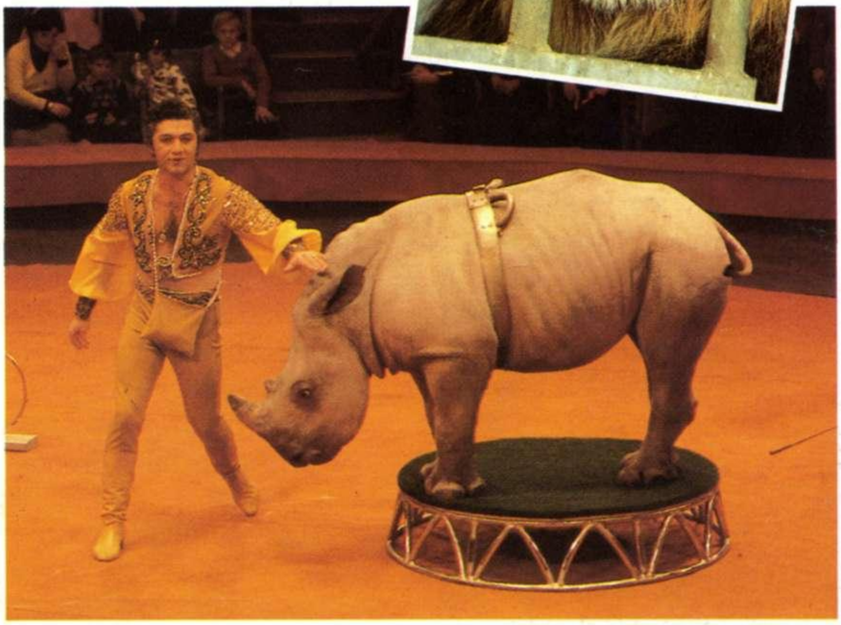
Advantages of a Pet	**Disadvantages of a Pet**
- It keeps you company.	**- It is difficult to look after.**
- It loves you.	**- It might frighten people.**

3 What kinds of pets are popular in your country? How do you feel about pets, and their owners?

Presenting an argument: for and against

1 Do you agree with any of the opinions below? How do you feel about the ways animals are treated?





'Animals enjoy sports, just like people. Nobody would try to stop animals running freely in a field, for example. Horse racing is just the same really. Some horses like to run fast. Nobody can seriously argue that horse-racing is cruel to animals.'

'I don't think you can say that the circus treats animals cruelly. The animals get used to it, anyway. It's good entertainment for us, and the animals work hard for their living. At least nobody kills them or eats them!'

'More and more people think that hunting is wrong. Man doesn't have to kill wild animals any more, and we should all get used to the fact that killing for fun is pointless.'

The most important point is that zoos are cruel to animals, and are worse than prisons because animals can never gel used to being locked up in cages. And everybody goes and stares at them. We treat people in prison better than that!'

Get used to ▶ 48
Some animals can't ***get used to being locked up.***

Adverbs like adjectives
They run fast and work hard.

2 Continue this list of points for and against the issues in 1. Ask others for their opinions.

- **Training animals to perform in the circus, or in sports**
  Points for: The animals enjoy it.
  Points against: Animals wouldn't do this if they could choose.
- **Keeping animals in zoos**
  Points for: This protects some animals.
  Points against: A zoo is a kind of prison.
- **Hunting animals for sport**
  Points for: Animals are food for humans.
  Points against: Many wild animals are killed.

3 Choose a topic and point of view from 2 and present your opinions to others. Use these phrases from 1:

The most important point is that______
More and more people think______
I don't think you can say that______
Nobody can seriously argue that______

4 Study the notes and develop the arguments for and against each of these topics by giving examples. Which points are most important? What points, or examples can you add? Which points would you leave out?

Use these phrases: It's not quite true to say that___________

I don't agree that____________________________________

Most people would probably agree that

It's almost certain that______________________________

Factory farming

Arguments for
- we need more food urgently
- these methods are more scientific
- the animals get better food
- the animals don't suffer
- the animals suffer more in the wild
- farms produce more food this way
- farmers make more money
- the food produced is better

Arguments against
- it is not natural
- the meat produced is tasteless
- the animals are not free
- too many chemicals are used
- the animals suffer a lot
- a lot of pollution is caused
- most people prefer real food
- farmers make huge profits

Using animals in scientific experiments

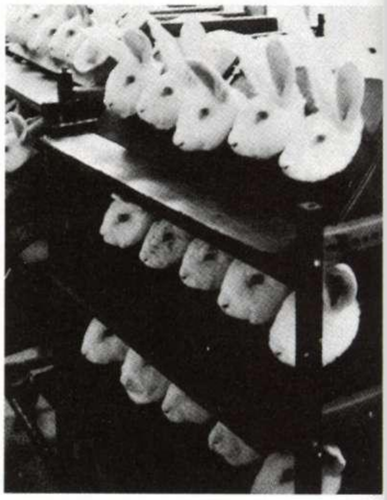
Arguments for
- many products need to be tested
- tests on people could be dangerous
- animals do not suffer much
- scientific research is necessary
- doctors can practise operations
- only small animals are used
- these animals are well cared for
- human lives may depend on this

Arguments against
- small animals have feelings too
- some research is unnecessary
- research could be different
- doctors don't need live animals
- too many animals die this way
- experiments cause suffering
- most people think this is wrong
- animals cannot refuse

Not only . . . but also ▶28
With inversion
Not only *do we need more food urgently, but we need a lot of it.*

Indefinite pronouns ▶ 44
Nobody believes that animals enjoy running in races.
Everybody knows this is not true.





Role play

5 **Student A**

You strongly believe that animals are mistreated in many ways and that something should be done about this. Give examples using the topics you have discussed.

Student B

You find nothing wrong with the way animals are treated. Give the opposing point of view, and argue that this problem is often exaggerated.

WRITING

Pre-writing

1 Look at the table. Make comparisons between the animals.

	dog	*cat*	*rabbit*	*bird*	*fish*
Most popular pet:	70%	75%	20%	40%	30%
Average price*:	£50	£10	£5	£5	£2
Time needed daily:	2hrs	½hr	½hr	¼hr	¼hr
Average weekly cost:	£2	£1.50	£1	50p	30p
Average lifespan (years)	9	10	3	2	1
Features – good companion	yes	maybe	no	maybe	no
needs attention	yes	maybe	yes	no	no

**many pets can, of course, be obtained completely free of charge!*

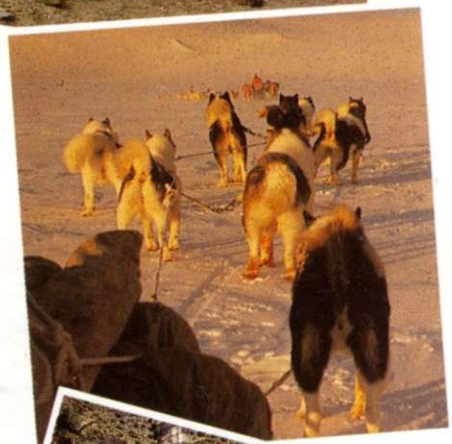




Guided writing

2 Continue this text, using information from the table in 1.

It is quite difficult to choose a pet, because it depends what kind of pet you want. For example, most people would rather have a cat than a dog, because it is easier to look after. Cats are more independent, and you don't have to take them for walks. However, most pets have their advantages and disadvantages.



Writing

3 Choose one of the points below. Write one paragraph which explains and illustrates the point, and a second giving your opinion.

THE PROPOSED LAW OF THE JUNGLE

No animal should be:

1 endowed with imaginary qualities of good or evil to satisfy our superstitious beliefs or religious prejudices.

2 dominated or degraded to entertain us.

3 kept in captivity unless provided with adequate physical and social environment.

4 kept as a companion unless it can adapt easily to the lifestyle of its human owner.

5 no species should be driven to extinction by direct persecution or by further increases in population.

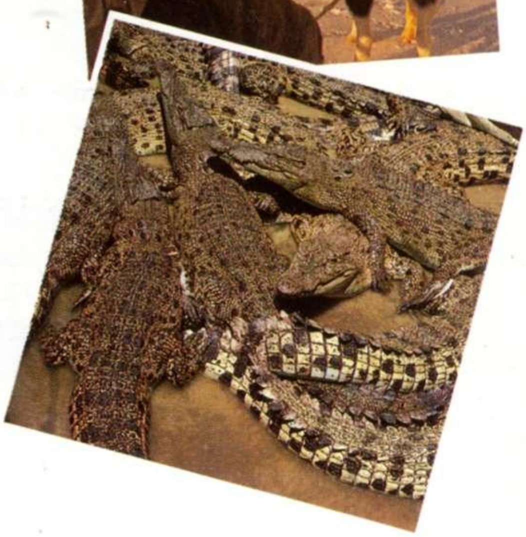
6 made to suffer pain or distress to provide us with sport.

7 subjected to physical or mental suffering for unnecessary experimentation.

8 no farm animal should be kept in a deprived environment to provide us with food or produce.

9 should be exploited for its fur, its skin, its ivory, or for any other luxury product.

10 no working animal should be forced to carry out heavy duties that cause it stress or pain.



READING AND LISTENING

Pre-reading

1 Study this list of unusual pets and decide which ones you would like most, and least.

snake	tiger	monkey	parrot
spider	rat	scorpion	lizard

Reading

2 Read the text and decide why Melfyn Jones is spending two weeks in a room with 10 snakes.

SNAKE BREEDER SWEATS IT OUT IN PYTHONS' EMBRACE

Stretched out full length in a steamy tropical atmosphere, Melfyn Jones and his companions were enjoying a fortnight's holiday together. 'Don't come in,' he warned 'those two behind the door have an attitude problem.'

The two African pythons slithered rapidly out from behind the door demonstrating their attitude problem: gaping mouthfuls of razor sharp teeth.

Melfyn Jones, 22, already well known as a raving lunatic in his native Newcastle Emlyn, West Wales, is spending a fortnight in Cardiff in a tiny room with ten African and Indian pythons, to raise money for an endangered snake-breeding programme in South Wales. You will find him in Aquarium City, a pet shop at the scruffy end of City Road. Turn right at the cage labelled 'locusts, ideal food for pets, 30p' and there is the perspex door to his 12 by 6ft room, containing a tank of water and a fan heater, for the snakes, a blue canvas chair, with a snake curled round it, and a piece of foam sheeting and a duvet, which Melfyn was sharing with the two largest pythons.



Guess words

3 Use your general knowledge to guess these questions.

a Do snakes like to be hot or cold, wet or dry? Find words or phrases in the text which refer to temperature.

b How do snakes move? What position do they have when they are still? Find two words in the text which refer to movement and position.

c What do you think the people in his home town think of Melfyn? Find a phrase in the text which describes this.

Pre-reading

4 How do you think Melfyn feels about snakes? What would he say about them? How might his family feel about his liking for snakes?

Reading

5 Does this next section of the text contain ideas you discussed in 4?

Melfyn cannot entirely explain his own fascination with reptiles. He thinks most snakes are 'pretty stupid' and the most communication he has managed to establish is that he now knows when they are going to bite, a useful ability. His girlfriend cannot bear snakes, and his mother, Audrey, who has the collection in a shed at the bottom of her garden, thinks he is mad. The first was a grass snake when he was 10. He asked for a snake for Christmas each year, until he despaired, gathered up every penny he had, and spent £60 on George, a python. 'My mother really went crazy when I came home with him, but she settled down.'

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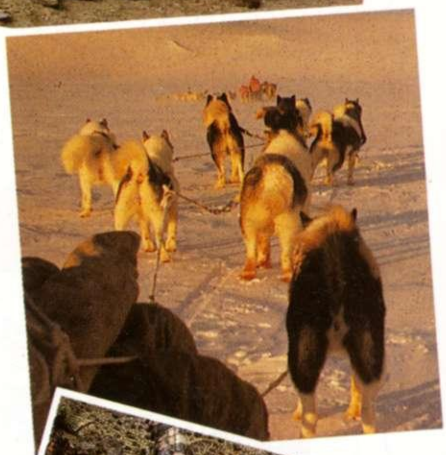
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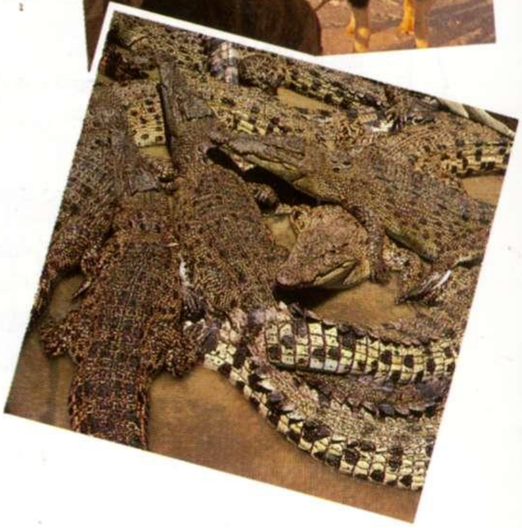
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12

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Comprehension check

6 Are these statements about the text in 5 true or false?

a Melfyn doesn't exactly know why he likes snakes.

b According to Melfyn, snakes are not very intelligent.

c He manages to understand them as long as they don't bite him.

d Neither his mother nor his girlfriend understands his hobby.

e His parents used to buy him a snake every year.

Pre-listening

7 Should we treat animals like people?

Listening

8 Are these statements true or false?

a Dr Middleton talks to animals who are badly behaved.

b Helping animals with problems involves all the family.

c The magazines mentioned are both about cats and dogs.

d The speaker finds it hard to take them seriously.

e Mrs Jones dislikes people with pets.

f The speaker doesn't believe that a dog can have a toothbrush.

Pre-reading

9 Is there an organisation in your country which cares about and protects animals?

Reading

10 Put a suitable word into each space in the text. Some words are repeated.



Don't Get a Dog or Puppy Until You've Checked These Points:

- Dogs need companionship. Will there be someone at home for most of the day, every day?
- Daily [a]______ is a 'must'. Have you got the time to take your dog for regular walks?
- Dogs can be expensive to keep. It can cost anything from 25p a day to [b]______ a small dog and from £1.20 a day to [c]______ a very large dog. Will you be able to afford to [d]______ your dog properly for the rest of its life?
- [e]______ is important. Have you an escape-proof garden where your dog can play?
- Dogs need [f]______. House training, simple obedience training, exercise and grooming all take [g]______. Can you really spare it?
- Will you be able to [h]______ for vaccinations and other veterinary bills? Might you consider taking out pet insurance? All dogs should be vaccinated against serious diseases and the RSPCA recommends that dogs and bitches should be neutered to stop them producing puppies which may not be able to be found good homes.
- Are you willing to [i]______ for boarding kennels at holiday time if you're unable to take your dog with you?

If you cannot answer 'yes' to all these questions, please think very carefully before you get a dog or puppy. Perhaps another kind of animal would make a better pet for you.

Listening

11 Which pet is being described by each speaker?

GRAMMAR PRACTICE

Get used to ▶ 11

1 Rewrite each sentence so that it contains *get used to.*

I don't think that wild animals ever accept being in a zoo.

I don't think that wild animals ever ***get used*** *to being in a zoo.*

- **a** Vegetarians don't find the idea of eating only vegetables strange.
- **b** Most horses do not find it strange to carry people on their backs.
- **c** Some animals accept the idea of living with humans.
- **d** Even starving people find eating snakes unacceptable.
- **e** Most animals grow to accept their work in the circus.
- **f** Some birds learn to live in cages.
- **g** Farmers have to accept the idea of killing animals.
- **h** Very few dogs accept a new master.

Not only ... but also with inversion ▶ 28

2 Make each pair of sentences into one sentence, beginning as shown.

We put animals in prison. We mistreat them too.

Not only *do we put animals in prison,* ***but*** *we* ***also*** *mistreat them.*

- **a** People eat animals. They use them for work, too.
  Not only________________
- **b** Scientists use animals for experiments. They make them suffer, too.
  Not only________________
- **c** Hunters kill animals for sport. They kill them for food, too.
  Not only________________
- **d** Zoos protect animals. They help us to understand them, too.
  Not only________________
- **e** Circus animals enjoy performing. They love their trainers, too.
  Not only________________
- **f** Conservationists want to save animals' lives. They want to protect them for the future.
  Not only________________



Adjectives or adverbs?

3 Use one of the words listed below to complete each sentence. Words can be used more than once.

Hard can be an adjective and an adverb.

Vets work very ***hard.***

hard, hardly, fast, quick, quickly, well, good, bad, badly

- **a** There may soon be________ any wild animals left in the world.
- **b** In 1990 there were________ over two million African elephants.
- **c** Elephants are killed for their ivory, and others are ________wounded.
- **d** It is________to believe that there are now fewer than 100,000 left.
- **e** Some elephants, it is true, are________protected in special parks.
- **f** But even with________ protection, not all elephants can be kept safe.
- **g** Elephant hunters travel in ________vehicles and use automatic weapons.
- **h** And the hunters are to learn ways of avoiding police patrols.
- **i** Another problem is that the elephants live in remote areas where communications are
- **j** Most people agree that governments should act ________to ban the ivory trade, and that this should be the answer to the problem.

Indefinite pronouns ▶ 44

4 Rewrite each sentence so that it includes the word given. More than one answer may be possible.

Most people feel that wild animals need to be protected. (everyone)

*Nearly **everyone** feels that wild animals need to be protected.*

a I think it is time that something was done. (somebody)
b If we do nothing, there won't be any wild animals left (no)
c There must be something that all of us could do. (everybody)
d Nobody wants to live in a world where no birds sing. (none)
e All we do is worry but we do nothing. (everyone)
f And just talking doesn't make anything happen. (nothing)
g It's possible to do whatever you want, if you try. (anything)
h Perhaps in the future people won't have seen wild animals. (nobody)
i A person who wants to act should join 'Greenpeace'. (anybody)
j This organisation is trying to take action. (something)



Verbs followed by a preposition, the infinitive or a gerund

5 Choose the best ending from **a** to **o** for the phrases **1** to **15.** More than one ending may be possible.

It's difficult to make a cat do what you want!

1 I'm afraid I'm not really interested ______
2 I'm not used to ______
3 He did all the shopping but he didn't remember ______
4 Now that you mention it, I don't remember ______
5 Believe me, I have tried hard ______
6 If your rabbit won't eat carrots, try ______
7 I took the dog for a walk, and missed ______
8 When she went to school she lost ______
9 It's not a good idea ______
10 One weekend I went on a ______
11 A cat is independent and you can't make ______
12 Dogs need training, you shouldn't let ______
13 It's not really worth ______
14 When we went on holiday a neighbour offered ______
15 I was busy working but I stopped ______

a ... her pet mouse in the classroom.
b ... it do what you want it to.
c ... in talking about animals.
d ... to feed the dog.
e ... them do whatever they want.
f ... giving it some lettuce.
g ... to feed my pet rabbit.
h ... trip to the country with my dog.
i ... an interesting TV programme.
j ... keeping a large dog in a small flat.
k ... letting out the cat.
1 ... to look after our fish.
m ... working in such dirty conditions.
n ... to train my dog, but I have failed!
o ... to travel long distances with a sick dog.

12

STUDY FOCUS

Check your grammar

Verbs followed by infinitive, *-ing* form or preposition

1 Study this list of verbs and divide them into the categories **a-e** below. Use a dictionary if necessary. Add the right preposition to each of the verbs in group **d.** It may be possible to place a verb in more than one group, with a change of meaning.

a Verb followed by the infinitive with *to.*
b Verb followed by the infinitive without *to.*
c Verb followed by an *-ing* form or a noun.
d Verb followed by a preposition.
e Verb followed by *that* and a clause.

want remind offer make stop let
accuse miss remember pretend advise refuse
dislike decide prevent demand listen promise
depend approve tend expect look wait

2 Use each of the verbs in 1 to make a sentence. It may be possible to put the object between the verb and the infinitive.

I wanted my brother to meet me at the station.

Build your vocabulary

Connections

1 Find connections between pairs of words in the list, and write a sentence using both words.

horse/ride = You can ***ride*** *a* ***horse.***

cage dog lead (n) kennel fish pocket
mouse bowl bird tank cat collar

2 Make phrases with *of* using two of the words in the list.

can/beans = a ***can*** *of* ***beans***

water matter waste advice piece flats
money rubbish fact sum time shortage
block sense load humour

Practise your pronunciation

Spelling and pronunciation

1 **a** How would you pronounce these words?

guard health suit
science whistle vehicle
guilty cause lettuce
though chemistry patient

b Listen and repeat.

2 **a** Decide whether each speaker is surprised or not.

1 He's bought a snake.
2 She's got a pet mouse.
3 There's an elephant over there.
4 There's a rabbit in the garden.
5 The dog sleeps on his bed.
6 The cat watches television.

b Now say each sentence according to the instructions in brackets.

1 His parrot sings Elvis Presley songs. (surprised)
2 The dog's eaten all the meat. (not surprised)
3 There's a horse outside in the street. (surprised)
4 He has a pet rat called Albert. (not surprised)
5 The cat's eaten all the fish. (surprised)
6 There are hundreds of cockroaches in the bathroom. (not surprised)

c Listen and repeat.

Grammar Reference

Grammar points are arranged in alphabetical order for easy reference. Some points included in Book 1 are revised here, but others are not repeated.

1 *Although*

Although introduces a clause. It never ends a sentence.
We decided to go for a walk, ***although*** *it was raining.*
Although *it was raining, we decided to go for a walk.*

2 *As long as*

As long as and *provided that* are stronger forms of *If...,* meaning *only if* or *on condition that.* When used in this way, they are followed by a present tense form.
You can borrow the car ***as long as*** *you fill it up with petrol!*

3 *Can't (do)*

Can't shows that we are certain that something is impossible. In this meaning, it is the opposite of *must.*
That ***can't*** *be the right house. It's too small.*
This means that I'm sure it isn't the right one.
That ***must*** *be the right house.*
This means that I'm sure it is the right one.

4 *Can't have (done)*

Can't have shows that we are certain that something did not happen. In this meaning, it is the opposite of *must have.* It refers to the past.
You ***can't have*** *seen Janet yesterday. She's in France.*

5 Causative *have*

This describes something which is done *for* us (a service) or *to* us (an accident, or something unpleasant). The pattern is:
to have (in any tense) + *something* + past participle.
He ***has had*** *his* ***house painted.***
We ***had*** *the* ***carpet cleaned.***
I've just ***had*** *my* ***car repaired.***
She ***had*** *her* ***car stolen.***
They ***had*** *their* ***house burgled.***

6 Making comparisons

Common patterns are:
This one is (a lot/not much) more expensive/betterl etc than that one.
This one is not as good as that one.
This one is (a lot/much) less useful than that one.
This one is just as good as that one.

7 Conditional sentences

The three most common types are:
If I go (present) *to Spain,* ***I'll*** *stay* (future) *with friends.* (type 1) = Going to Spain is a real possibility.
If I ***had*** (past simple) *time, I* ***would*** *help* (conditional) *you.* (type 2) = This is an imaginary, or hypothetical idea, because I do not have time. The past simple tense form does not refer to past time, but to unreal time.
If I ***had known*** (past perfect), ***I would have told*** (past conditional) *you.* (type 3) = This is an imaginary idea about the past. I did not know, and I did not tell you.
Other points to remember:

a In conditional 2, the form *were* of the verb *to be* is used for all persons in formal language. Was is acceptable in everyday speech.
If I ***were*** *taller, I would help you.*

b Verbs in conditional sentences do not change in reported speech.

c In everyday speech, the following contractions are common:
If I had time, I'd help you.
If I'd known, I'd have told you. (Have is pronounced /ə / but not written as a contraction.)

d The difference between conditional 1 and 2 depends on whether the situation is real, or seems real to the speaker.
If you ***kick*** *me,* ***I'll*** *scream.* (You really seem about to do it.)
If you ***kicked*** *me,* ***I'd*** *scream.* (I can imagine the situation.)

e Modal verbs are often used in conditional sentences.
If I were taller, I ***could*** *help you.*
If he hadn't slipped, he ***might*** *have caught the hall.*

f There are other *If...* sentence types not highlighted in this book.
If *he hadn't stolen the car, he wouldn't be in jail.*
Here an event in the past has a continuing result in the present.
If *you do that, I'm not helping you.*
Other tenses are possible within the main types outlined above.

8 *Could have (done)*

The meaning used in this book refers to past possibility or uncertainty.
The *have* part of the verb does not change its form.
Where are they? I suppose they could ***have*** *got lost?* (= perhaps they did)
There is also a meaning describing Past Ability which was not fulfilled.
I could ***have*** *bought a new car, but I decided not to.*

9 *Despite*

Despite is followed by a noun, or phrase beginning with an *-ing* form.
Despite *all his problems, he managed to keep cheerful.*
Despite *losing her way twice, she arrived on time.*

10 Future time clauses

After 'time' words (*when, as soon as, until, before, after)* in sentences referring to future time, the verb is in a present tense form. Present perfect can be used, to emphasise completion.
I'll phone you as soon as I ***arrive.***
I'll let you know when ***I've finished.***

11 *Get used to (see used to)*

Get means *become* in this case.
I'm ***getting used to*** *your new haircut, but I still don't like it.*

12 *Had better (do)*

This give an opinion about what someone should do now. It does not refer to the past.
Had is often shortened.
*I think you****'d better go*** *to the dentist's.*
Hadn*'t you* ***better ask*** *him?* (question).
*I****'d better not do*** *it.* (negative)

13 *Hardly*

Hardly means *almost not.*
The next morning I could ***hardly*** *open my eyes.*
This means that I found it very difficult, but I did it.

14 *Have to (do)*

Have to refers to an obligation from outside the speaker, such as a rule (see *must).*
I ***have to*** *leave now.* = It's the rule.
Do I ***have to*** *pay now?* (question)
You ***don't have to*** *do it.* (negative)
We ***didn't have to*** *go to school yesterday.* (past)
This means that it was not necessary for us to go, and so we didn't go.
*You****'ll have to*** *wait.* (future)
It ***has to be warmed*** *up.* (present passive)
Have to* is **not contracted.
I have to *go.*
Not *I've to go.*

15 *Have got to (do)*

This can be used in place of *have to* in everyday speech. It is not used in the past tense or with *will*
I've got to *leave.*
Have I got to *pay?*
You ***haven't got to*** *do it.*

16 Hearsay

This is a use of the passive which emphasises that the complete truth is not known. It reports what people say. It is very common in news reports.
People say Mr Brown ***owns*** *it. = Mr Brown is said* ***to own*** *it.* (present)
People say Mr Smith ***bought*** *it. = Mr Smith is said* ***to have bought*** *it.* (past)
The past infinitive is formed from *to have* +

past participle. The *have* part does not change.
Other verbs used in 'hearsay' constructions are *believe, know, report, think, understand.*

17 *However*

However (with the meaning *but)* always has punctuation on both sides.
It was raining. ***However,*** *they went for a picnic.*
It was raining. They went for a picnic, ***however.***
Compare the use of *although.*
Although *it was raining, they went for a picnic.*

18 *If only*

This is used in exclamations which express strong wishes. It uses the same tense forms as *wish* sentences.
I wish we had a hammer. (We need one)
If only *we had a hammer!* (More emphatic: **We're** *lost without one!)*
If only *he'd stop shouting!*

19 *In case*

When *in case* refers to future time it is followed by a present tense.
Take your umbrella ***in case*** *it rains.*
This means that I think it might rain.

20 Instructions

Instructions are usually given using imperative forms. Present simple can also be used for spoken, or less formal instructions.
Add *two eggs and mix well.*
You add *two eggs and mix well.*

21 Likes and dislikes

a At a specific moment.
I'd like *a cup of tea, please.* (now)
I'd prefer *coffee, please.* (now)
b In general.
I ***like*** *strawberry icecream.* (always)
I ***prefer*** *cricket to tennis.* (always)
c *I'd rather* can refer to now or always:
I'd rather *have tea, if you've got any.* (now)
I'd rather *have tea than coffee any day!* (always)

22 *A lot*

a Quantity
A lot (oft/lots (of) is preferred to *many* in affirmative sentences.
Many can be used in more formal language.
There are ***lots of*** *cars outside.*
I saw ***a lot of*** *cars there.*
b *Very much*
A lot is used to mean *very much,* especially in everyday language. It is placed at the end of the sentence.
Thanks ***a lot.***
I like her ***a lot.***
He's changed ***a lot.***
c With comparatives.
Here *a lot* means *much.*
This one is ***a lot*** *more economical than that one.*
It's ***a lot*** *warmer today.*

23 *Might (do)*

a Expressing *uncertainty* or *possibility.* There is not normally a question form for this meaning. *Might* does not change its form.
It ***might*** *rain tomorrow.*
I ***might*** *not see your next week.*
For some speakers, *may* expresses a stronger possibility, though this can depend on how much *might/may* is stressed.
b *Might have (done)* expresses an uncertainty about the past. The *have* part of the verb does not change.
Don't worry, someone ***might*** *have found it.*
This means that *perhaps* someone found it.
c In reported speech, *might* is used to report *may.*

24 *Most*

When *most* means *the majority,* the definite article is not used.
Most *of my friends like jazz.*

25 *Must (do)* and *must have (done)*

a *Must* refers to an obligation made by the speaker. It is very common in the second

person for this reason. The obligation is stronger if *must* is stressed in speech. *Must* does not change its form.

You must be more careful. = I say so!

b There is no past or future form. Forms of *have to* are used instead.

You will ***have to*** *be more careful.*

c *Must* refers to certainty on the part of the speaker.

This ***must*** *be the place!*

This means that I'm sure it is the right place.

d *Must have (done)* refers to certainty about a past action (also called *deduction).* The *have* part of the verb does not change.

The butler ***must have taken*** *the jewels.* = I'm sure he did it.

26 *Need doing*

This expresses what has to be done, and is normally used with verbs which describe services (see *causative have).*

The grass needs cutting. - The grass has to be cut.

27 *No*

This has the meaning of *not any,* but gives more emphasis. It is often used at the beginning of a sentence.

There are no sandwiches left, I'm afraid.
I have no idea!
No mistakes - well done!

28 *Not only* (followed by inversion)

If a sentence begins with *not only* (and other adverbial expressions with a negative meaning), the main verb following it is put into a question form (inversion). This is used in formal language, and can be found in writing, or formal speeches.

He ***not only*** *got a pay rise,* ***but*** *he was* ***also*** *given a company car.* = Not only did he get a pay rise, but he was also given a company car.

29 Participle clauses

A participle clause must have the same subject as the main clause.

While leaving the building, I saw Jack.
(I was leaving. I saw Jack.)

Similar sentences are possible with *before* and *after.*

30 Passive voice

a Formation

Present simple
They eat it. = *It is eaten.*

Present continuous
They are eating it. = *It is being eaten.*

Will
They will eat it. = *It will be eaten.*

Past simple
They ate it. = *It was eaten.*

Past continuous
They were eating it. = *It was being eaten.*

Past perfect
They had eaten it. = *It had been eaten.*

Present perfect
They have eaten it. = *It has been eaten.*

Infinitive
to eat = *to be eaten*

Past infinitive
to have eaten = *to have been eaten.*

b Uses

1 With an 'agent'.

If there is an agent *(by ...),* using the passive puts more emphasis on th action, rather than the person performing it.

Compare:

A lion ate him. *He was eaten by a lion.*

The passive can be used with an instrument (what the action was done with).

He was hit on the head ***with a piece of wood.***

2 Without an 'agent'.

The passive is often used because we do not know the agent, or the agent is of no interest, or deliberately hidden.

Her handbag was stolen. (unknown agent)
Her handbag was stolen ***by a thief.*** (unnecessary detail)
It has been decided to ban smoking in this shop. (impersonal)

Decisions made by an authority are often given in the passive, as in the last example.

c Verbs which cannot be made passive.
To be made passive, a verb must be *transitive* which means it must take a direct object. Dictionaries usually give this information.
If the verb is *intransitive,* it cannot be made passive.
They arrived at the hotel early that afternoon.
It is not possible to make *arrived* passive here.
In some languages, verbs can be passive in *form,* but the *meaning* is not passive. If these verbs are translated into English, they do not remain passive in form. The same is true of some passive forms in English (eg ***I** was born)* which are not passive in other languages. Other verbs which refer to states *(have, fit, suit)* cannot be made passive.

31 Past continuous

The most common uses of the past continuous are:

a Background description or action.
*The street was full of people. Children **were playing** on the pavement. Some old ladies **were sitting** outside the door* ... etc
*While **I was staying** in Paris, **I** met Harry's sister.*

b An interrupted situation.
What were you doing when the police arrived?
*While **I** was writing my homework, **I** realised something important!*

c Past continuous is not used to describe habitual actions (unless they are part of a background description). Habitual actions in the past are described with past simple or *used to.*
*Every day **I went** to the beach, and **swam,** and **played** football.*
Annoying habits in the past (see present continuous) can be described using past continuous, with a frequency adverb.
*Paul was **always** losing his pen when he was at school!*

32 Past perfect

a Used when two events in the past are mentioned, and we need to make clear that one happened before the other.
*When Sue arrived at the cinema, the film **had** already **started.***
This is not necessary if the events are given in order of time.
*The film **started,** and then Sue **arrived.***

b Used in reported speech (see below) when reporting past simple and present simple,

c Not used to show that an event happened a long time ago. We use the past simple.

33 Past simple

a Past simple is used for completed events in the past. It is the tense used in narratives (stories).

b The *form* of the past simple is also used as an 'unreal' (hypothetical) form. See conditional 2. There is no reference to past time in this use.

34 Phrasal verbs (multi-word verbs)

There are four main types of phrasal (or multi-word) verbs. The main problem with these verbs is that the meaning cannot be guessed from the words, and (as with many words), there may be more than one meaning. It is important to check meanings with a dictionary, and record the type of verb.

a Verbs with three parts. The object always comes last.
*She doesn't **get on with** her boss.*

b Verbs with two parts which can be split by the object.
*She **looked up** the word in her dictionary.*
*She **looked** the word **up** in her dictionary.*

c Verbs with two parts which cannot be split.
*She **looked after** me when **I** was ill.*

d Verbs with two parts which do not have an object.
*The pilot lost control as the plane **took off.***

35 Prepositions following verbs

It is important to record and learn the preposition when the verb is learned. Common examples are:

listen to	*accuse someone of*	*agree with someone*
apply for	*depend on*	*insist on*
believe in	*succeed in*	*talk about something*

36 Present continuous

a Future use.
This is used to refer to social arrangements, and fixed arrangements or appointments such as those already recorded in a diary.
*What are you doing on Saturday? We**'re going** to the mountains. Do you want to come?*
*Mr Jones can't see you on Thursday morning, he's **visiting** one of our factories on that day.*

b Annoying habits.
This use requires a frequency adverb, which is usually stressed in speech.
*Not again! You**'re** always **forgetting** your wallet!*

37 Present perfect simple and continuous

The point about the present perfect in general is that the speaker keeps a connection in mind between present and past time. The main uses of present perfect simple are:

a Recent action.
I've just seen him.

b Period of time until the present.
I've lived here for over ten years.
Here the time refers to the period of time from when I started living here, until now. With the sentence *'I live here.'* it is not possible to add the time phrase *'for ten years'.*

c Comparison with past simple.
I lived in Paris for ten years. (Finished action)
I have lived here for ten years. (Unfinished action)

d Indefinite time up until the present.
***Have** you ever **eaten** snails?*
= in all your life, an unfinished period of time, since you are still alive.
A question beginning *When* ... is asking about a definite point in the past, so uses past simple, not present perfect.
***When** did you eat snails?*
Compare the difference between:
Mary has written lost of books. (She is alive)
*Jane Austen **wrote** very few books.* (She is dead)

e Comparison with present perfect continuous.
Present perfect continuous emphasises that an activity has only this moment finished.
***I've cleaned** the car.* (the completion is emphasised)
***I've been cleaning** the car.* (that is why my hands are dirty!)
It can also emphasise the length of a repeated activity.
*You **have been eating** all day.*

38 Present simple

Some verbs are used mainly in the present simple when they describe continuing states. The most common are:
hate, like, love, prefer, want, wish, believe, imagine, know, mean, remember, suppose, think, understand
hear, see, taste, smell (These are usually used with *can)*
belong to, contain, depend on, fit, have, matter, owe, own, appear, seem
Some of these verbs can be used in present continuous, but then the meaning changes.
***I'm thinking** of changing my job.* = considering, trying to decide
*She's **seeing** Harry tonight.* = meeting
*We**'re having** a party.* = organising, holding

39 Questions - subject and object

Questions about the subject of a sentence do not follow inversion rules.
Who told you that? Harry told me.
The verb *happen* always refers to the subject.
What happened?

40 Relative clauses

a Subject or object.
A man who was waiting there gave me some help.

Here the relative *(who)* refers to the subject *A man* (the subject) *was waiting.*
Some people who I met were very helpful.
The relative *(who)* refers to the object.
I met some people (the object).
The difference between subject and object clauses can be important, as in an object clause, the relative can be left out.
The people I met were very helpful.

b Note that when sentences are related together in a subject clause, the pronoun is not repeated, because there cannot be two subjects.
A man was waiting there. He gave me some help.
A man who was waiting there gave me some help.

c Defining and non-defining.

1 Defining clauses give important information.
A man who was waiting there gave me some help.
This tells us which man we are describing. He is 'defined' by the clause. The relative can be left out if it refers to the object. In this case it refers to the subject *(a man)* and cannot be left out.

2 Non-defining clauses add extra information, and are put between commas.
The man, who had a dog with him, told me where to go.
The relative cannot be left out in a non-defining clause,

d *Whose* means of *who* and is different from *who's* (who is).
I met Peter, whose sister used to be a friend of mine.
This is very formal in spoken language,

e *Whom* is the object form of *who,* but is not generally used in everyday language.
Who did you speak to? is a more normal sentence than
To whom did you speak?, which seems over-formal to most speakers.

41 Reported speech

a Statements

Reported speech is usually introduced by a past tense verb. All the tenses that follow are moved back into the past as a result.

Present simple - past simple
'I usually ***get up*** *at six.' = He said (that) he usually* ***got up*** *at six.*

Will-Would
'I'll do it for you' = He said (that) he ***would*** *do it for her.*

Present perfect - past perfect
'They've ***left.'*** *= She said (that) they* ***had left.***

Past simple - past perfect
'They ***left*** *yesterday.' = She said (that) they* ***had left*** *the day before.*

Can changes to *could.*
May changes to *might.*
Must normally changes to *had to,* or stays the same.
There is NO change for *would, could, might, ought, should.*
There are NO changes in conditional and *wish* sentences,

b Reports can be made without tense changes, if the speaker feels that the report is 'still present' or 'always true'.
He said he'll be back in a minute.
She said that Mozart ***is*** *her favourite composer.*
In past narrative reports, tenses may remain unchanged.
He said that he ***was driving*** *along Harwell Road, and a van* ***came*** *out of a side turning ...*

c References to people, places and time have to change, because we no longer know what the speaker is referring to.
'She left my books ***over there.'***
He said that she had left his books ***on the table.***
Common changes are:
tomorrow = the next day   *yesterday = the day before*
next week = the following week
here = there (or place explained)   *this = it*

d Reported questions
Yes/No questions
'Do you like it here?'
She asked me if/whether ***I liked*** *it there.*
Wh- questions
'Where have you been?'
He asked them where ***they had been.***

Here the relative *(who)* refers to the subject *A man* (the subject) *was waiting.*

*Some people who **I** met were very helpful.*

The relative *(who)* refers to the object.

***I** met some people* (the object).

The difference between subject and object clauses can be important, as in an object clause, the relative can be left out.

*The people **I** met were very helpful.*

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***Will** - Would*

*'**I'll** do it for you' = He said (that) he would do it for her.*

Present perfect - past perfect

*'They**'ve lep.'** = She said (that) they **had left.***

Past simple - past perfect

*'They **left** yesterday.' = She said (that) they **had left** the day before.*

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May changes to *might.*

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*She said that Mozart **is** her favourite composer*

In past narrative reports, tenses may remain unchanged.

*He said that he **was** driving along Harwell Road, and a van **came** out of a side turning ...*

c References to people, places and time have to change, because we no longer know what the speaker is referring to.

*'She left my books **over there.'***

*He said that she had left his books **on the table.***

Common changes are:

tomorrow = the next day *yesterday = the day before*

next week = the following week

here = there (or place explained) *this = it*

d Reported questions

Yes/No questions

'Do you like it here?'

*She asked me if/whether **I** liked it there.*

Wh- questions

'Where have you been?'

*He asked them where they **had been.***

Note that the question form is not used in the reports.

e Indirect speech
In some cases, words are only thought, rather than spoken. The rules for reported speech are used.
I wondered what he was doing there.
Indirect questions are common when we put another question in front of our question, because we are being polite.
'Could you tell me what time the train leaves?'
('Could you tell me ...?' is the question.)

f Reporting words and summarising
Common reporting words are:
apologise for doing, explain that, offer to do, promise to do/that (I) will, refuse to do, suggest doing/that (we) do
The words reported are not always used. The meaning is reported.
'Oh dear, I am sorry, I've broken your glass.'
He apologised for breaking the glass.
Some reporting words report an action.
'Good morning, you're Cathy, aren't you?'
She greeted me.

42 *Should (do)* and *should have (done)*

a *Should* is used with these meanings:
1 To tell someone it is 'a good idea' to do something - to give advice (to a person), or make a recommendation about something.
I think you should take some vitamins.
The government should change the law.
2 To mean 'is supposed to be'.
He should be here in a minute.

b *Should have* refers to a past action, which is criticised.
You should have left earlier. (You didn't - this was a mistake.)
You shouldn't have eaten it. (You ate it - this was a mistake.)

43 *So*

a With an adjective (with *that,* though this is optional) to show cause and result.
I feel so tired (that) I could sleep all day/

b With the *that*- clause missed out, but understood.
*I feel **so** tired!* (= so tired that I could ...)
Compare the use of *very:*
*I feel **very** tired.* (without the idea of a *that* clause)

c With an adjective in a question, meaning 'as this ...'
*Why is it **so** cold today?* = so cold as this

d *With much, many, few, little.*
*There were **so** many people there **that** we couldn't find a seat.*

e As a connector, expressing the cause.
*It was very smoky and noisy in the pub, **so** we left.*
Because it was very smoky and noisy in the pub, we left.

44 *Somebody, anybody* etc. (indefinite pronouns)

There is no difference between *someone* and *somebody.* Pronouns which refer to people can have possessive forms.
Js *this anybody's seat?*

45 *Taste, smell, look, sound*

a These and some other verbs *(feel, sound)* are used with adjectives not adverbs when describing things.
*This **tastes good.*** *It **smells bad.***
*You **look fine.*** *That **sounds good.***
Note that *well (= You look well.)* is also an adjective in this case, and is the opposite of *ill.*

b These verbs are also used with *like* + noun when comparing things.
That railway station ***looks like*** *a church.*

c *Taste of* and *smell of* describe what the taste or smell is.
*This milk **tastes of** soap.*
*Your hair **smells of** petrol.*

46 *It's time*

When followed by a person, this is used with an unreal (past) tense.
*It's time **we had** a holiday.*
*It's time **I was leaving.***

Note that the question form is not used in the reports.

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*It's time **I** was leaving.*

47 *Unless*

Unless means *Only if not'.*
I'll be back tomorrow, if it doesn't rain.
I'll be back tomorrow, unless it rains.

48 *Used to do* and *be used to doing* (see *get used to)*

a *Used to do* describes a past habit. It does not have a present form.
Present habits are described with the present simple.
I used ***to*** *drive to work but now I walk.*
Other forms: *Did you use to ...? I didn't use to . . .*

b *Be used to doing* describes what seems strange or familiar.
Slow down. I'm not used to running so fast.
= Running so fast is unusual for me, I find it difficult.
I can't write with a pen, I'm used ***to*** *typing everything.*
= Writing with a pen is strange for me, I can't do it.

c *Used* in both these constructions is pronounced /ju:st/.

49 Wishes

a Wishes about the present follow conditional 2 in form.
I wish *you were here.* (This refers to the present, not the past.)

b Wishes about the past follow conditional 3 in form.
I wish *I hadn't bought this car!* (I regret it, it was a bad idea!)

c Wishes with *would* are complaints about bad habits, or actions happening at the moment.
I wish you ***wouldn't*** *shout at me like that!*
*I wish you****'d*** *mind your own business!*

d Compare the use of hope with future reference.
I ***hope*** *you have a good time tomorrow evening.*

e Wishes can also be expressed with *could* and *could have.*
I wish I could *come with you.*
I wish I could have *seen the film.*

INDEX

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